

School Board Journal

This Journal was founded 1890 by WILLIAM GEORGE BRUCE

VOL. XXXIV, No. 3

MILWAUKEE — New York — Chicago, MARCH, 1907

SUBSCRIPTION PRICE
\$1.00 PER YEAR

MAXIMUM SALARIES OF FEMALE GRADE TEACHERS IN THE SCHOOLS OF THE UNITED STATES

MINNEAPOLIS	\$ 800
PROVIDENCE, R.I.	900
DETROIT	900
NEWARK	1,300
CLEVELAND	900
MILWAUKEE	800
ST. PAUL	800
KANSAS CITY	800
TOLEDO	800
WASHINGTON	1,350
DENVER	760
LOUISVILLE	700
CHICAGO	1,150
INDIANAPOLIS	690
NEW YORK	1,320



THE DECIDING FACTOR.

The salary possibilities generally determine where the teacher will go.

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RECENT DECISIONS.

Where, in an action for breach of a school book publisher's bond, it was claimed that the binding of the various school books furnished was poor, and not in conformity with the sample, it was error for the court to permit plaintiff to introduce in evidence various school books furnished, for the purpose of showing that the binding was poor, without proof of the usage the books had been subjected to between the time they were purchased and the date of trial.—*Rand, McNally & Co. v. Turner, Ky., 1906.*

Under the laws authorizing the recovery from a school district for tuition of its residents in a high school where the school district does not maintain a high school, and authorizing the school district to contract for the tuition of its residents in a high school or academy in another district, where a school district voted to contract with a certain academy and to pay the tuition of pupils then in a certain high school, parents paying tuition of their children then in the high school are entitled to recover from the district the money paid, whether the vote of the district was valid or not.—*Burbank v. School Dist. of Pembroke, N. H., 1906.*

School Election.

Kirby's Dig. declares that if any judge of any election shall neglect, improperly delay, or refuse to perform any of the duties required by law, or shall be guilty of corruption, partiality, or misbehavior in any matter or thing appertaining to such election, or shall unduly attempt to influence such an election, he shall forfeit and pay the sum of \$200, to be recovered by an indictment or by action of debt. *Held*, that such section being a part of the general election law, it had no application to elections held in single school districts organized in cities or incorporated towns.—*Brown v. Haselman, Ark., 1906.*

Public school funds in the hands of county trustees are not the property of the counties, and their authorized agents have therefore no control over them.—*State v. True, Tenn., 1906.*

Dismissal of Teachers.

In towns which have assumed control of schools, the members of the town school committee are required to employ and dismiss teachers, and are directed to appoint school visitors upon whom are imposed functions of visitation, inspection, report and recommendation. A member of a school committee of a town and another, a school visitor, having heard rumors derogatory to the moral fitness of a certain teacher, called upon her to investigate, and becoming satisfied that she had misconducted the school, suggested to her that a further investigation be had or her resignation accepted, whereupon she resigned and brought an action against such members of the committee who had been concerned in the visit paid the teacher. *Held*, that such defendants acted within their duty to indemnify them for expenses incurred in defending the action.—*Newton v. Town of Hamden, Conn., 1906.*

School Supplies.

Where, on certiorari to review the action of a municipal board of education in awarding a contract for school supplies, it appears that the board had not complied with the laws of 1904, requiring the contract to be awarded to the lowest responsible bidder, costs to be awarded

against the board.—*Jacobson v. Board of Education of City of Elizabeth, N. J.*

Under the laws of 1904, requiring a municipal board of education to award a contract for school supplies to the lowest responsible bidder, on certiorari by the lowest bidder to review the action of the board in failing to award the contract to the lowest responsible bidder, aside from the question as to the rights of the lowest bidder, the board was bound to show a reason for passing over one whose bid was between the highest and lowest.—*Jacobson v. Board of Education of City of Elizabeth, N. J.*

The provisions of the laws of 1904, requiring a municipal board of education to award contracts for school supplies to the lowest responsible bidder, limits the power of the board, which must make the award to such bidder.—*Jacobson v. Board of Education of City of Elizabeth, N. J.*

Where a person furnishing materials to a school contractor failed to file a notice thereof with the school board, as required by Ballinger's Ann. Codes and Statutes, as amended by laws of 1899, such materialman was not entitled to maintain an action on the contractor's bond given to secure payment of claims incurred in the execution of the contract.—*Crane Co. v. Aetna Indemnity Co., Wash.*

School Districts.

Where a borough is formed out of a portion of a township and a new school district thereby created, the two school districts may agree that, in consideration of the new district having within its limits most of the property, all of the bonded indebtedness of the old district shall be assumed by the new district, and upon such an agreement being submitted to the court, a decree in accordance therewith will be entered without the necessity of hearing any testimony.—*In re Borough of Everson, Pa., 1906.*

General acts of 1903, relating to schools, which by section 19 provide that the act shall not apply to any county heretofore districted by law or to school districts heretofore established by law, has no application to a school within territory made a separate district by acts 1884-85, p. 454, and the county board of education has no authority to select a teacher for such a school or to enter into a contract with reference to a school in such district.—*Brown v. Saunders, Ala.*

Where a pupil has been refused admission to a public school for failure to comply with an illegal requirement of the trustees, the remedy of his parents is by mandamus to the proper officer of the school, and not by injunction to restrain the enforcement of such a requirement.—*McCaskill v. Bower, Ga.*

Teachers' Contracts.

A provision in a contract between a school district and a teacher, authorizing the teacher's dismissal at any time on thirty days' notice, was not beyond the power of the district.—*Dees v. Board of Education of City of Detroit, Mich.*

Where a contract between a school district and a teacher provided that she might be dismissed at any time on thirty days' notice, a notice was effective, although given before the commencement of the service.—*Dees v. Board of Education of City of Detroit, Mich.*

The mere allegation by the parents of a schoolboy that the officers of a public school have passed an illegal regulation, which, if enforced, would work injury upon his son, does not entitle him to an injunction against such officer.—*McCaskill v. Bower, Ga.*

New York City. According to a ruling made in Part I of the Queens County Supreme Court



EDWIN H. FORBES, Ph. D.
Superintendent of Schools,
Torrington, Conn.

Mr. Forbes was recently elected President of the Connecticut Association of School Superintendents.

by Justice Townsend Scudder, the board of education is a purely governmental agency, empowered only to maintain schools. It receives no fees or revenues from individuals, and its duty is solely to the state, and no statutory provision has imposed upon it the liability for the negligence of its servants.

Justice Scudder's ruling creates a definite precedent as affecting the relative position of the board of education and its employees. The case was that of Daniel Higby, who sued the school board for \$10,000 damages for personal injuries. The plaintiff was employed as a cleaner at school No. 83, Long Island City, in February, 1905, and alleged he was given a dangerous solution of acid for use in cleaning the building. Not aware of its propensities, he was severely burned, hence the suit.

Warsaw, Ind. A child attaining the sixth year of age after the fall opening of school may be admitted to the lowest grade at the pleasure of the board of education. This was the decision of Judge Royce.

Barberton, O. The departmental plan of teaching the seventh and eighth grades has been introduced.



Used to It.

"Married men are said to make the best school board members."

"Wonder why?"

"They probably stand up better under abuse."

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Technical Courses in High Schools

By H. J. WIGHTMAN, Superintendent of Schools, Altoona, Pa.

"There are two most valuable possessions which no search warrant can get at and which no reverse of fortune can destroy: they are what a man puts into his brain—knowledge, and into his hands—skill." 'Tis no crime to prepare boys and girls to earn their bread and butter; to enable them to recognize that there may be a dignity in work with a manual attachment; to give them the priceless privilege of soiling their hands with toil, coupled with responsibility. Public education in America has developed rapidly, but it is only just beginning to adapt itself to our changed industrial conditions. Education can no longer be considered as distinct from living; or as dealing chiefly with those accomplishments that fall off and are lost when a girl marries or when a young man goes to work.

We have about ceased quarreling with the moon; we are beginning to recognize that the highest function of woman is as queen of the home, and we are beginning to weigh in her educational balance Latin vs. Cooking, Solid Geometry vs. Dressmaking, and Algebra vs. Household Duties. If there is not the brain development in scientific cooking that there is in a dead language, I for one am willing to take the advice of Oliver Wendell Holmes and put our girls' brains to grass for the good not only of the future generation but for the physical and moral strengthening of the present. The truth is, the school ought to become intimately connected with and woven into all departments of life.

Doubt Arises.

We are beginning to ask ourselves, even if we do not dare to show our skepticism to others, such questions as: Is it the best school training that unfits boys for work with their hands? Does the classical high school course, with its onesided brain training, unfit for work with the hands? Or does it give pupils the feeling that manual labor spells menial labor, as many parents are saying? Is it really the cause of many pupils leaving school, that they and their parents do not feel that the higher grade work will be of special help to them in their life work? How does it happen that many of the successful business men right around us are those who went to work at from eleven to sixteen years of age with only a limited bookish education? Isn't there even now great waste of teaching in the failure of school efforts to find correlation in the activities and experiences in the home, neighborhood life, and the life that comes when school days are over? Should not our teaching and school work give a vocational quality that classical courses do not and cannot give? "Should not industrial and technical work be as effective in preventing as in curing juvenile delinquency? Why cannot industrial education improve the social conditions of white as well as black children?" Etc., etc.

Technical courses in high schools need justification in these times in only three particulars: (1) their general character, (2) their local fitness, (3) that they are the culmination of a practical system of industrial work offered to the great body of children below the high school.

More than 95 per cent of pupils leave school before reaching the high school. Nearly all of these go into industrial lines of work. Our first duty is to this 95 per cent, and we have no

business to establish technical courses in high schools until we have looked to their industrial needs in the grammar and intermediate schools. If industrial work is a practical line of work, and it is that if it is anything, then it should be given to those who because of their limited educational advantages will of necessity make use of it. It is true, however, that a part of this 95 per cent, after being brought to the realization of their unpreparedness through two or three years of work, will avail themselves of the high school technical work if evening courses along special trade lines are offered.

What the Masses Demand.

I have talked personally with nearly 200 parents who have withdrawn their children from school to place them at work, and in at least 70 per cent of these cases the real reason given is that the school will not give sufficient that will directly benefit the child in his work by remaining longer, and that the earlier he gets to work at "real things" the earlier he will learn the business. Note the expression, "real things." What a reflection upon the character of our school work!

But assuming that we have given the great mass of pupils below the high school a square deal, the second point for justification of a technical course in a high school is its local fitness. The course that fits Altoona will not fit any other community in Pennsylvania without some alterations. Technical courses need to be made to order. What we have in the railroad-shop city of course will vary from the equipment and courses offered in a shoe manufacturing city, or a silk manufacturing city, or a community with no predominating industry.

The high school is a local institution and should take care of local needs. You may say this will be training our pupils only to stay at home and will not give them the preparation to go out into the wide world. This is all with our means we can do properly, and I am not so sure but that it is all we should do. The field of industries is so large that no one community can touch them all. A knowledge of plumbing may be more important than a knowledge of machinery in some communities. In the consideration of a technical course for the high school of Trenton, N. J., a knowledge of the ceramic arts, with emphasis upon free-hand drawing and designing, would naturally take precedence.

The Old and the New Psychology.

Some adherents to the old faculty psychology, those who believe in the theory of formal discipline, which asserts that power developed in one subject is usable in any other, will underrate the point of local adjustment. "Once sharpen the intellectual ax and it is good for cutting any kind of wood; once develop mental muscle and it is good for lifting any burden; once go through the gymnasium for the mind and you are ready for the tasks of life." This is the teaching of the old faculty psychology, which has not been supported by exact evidence and common experience.

In scientific circles today we find a growing belief in the new psychology, the functional psychology, which affirms unity of mind as it adjusts itself to different situations. Functional psychology affirms that mind is developed through adjustment to given situations and knows nothing of a mental power, thoroughly detachable from the place of its origin, and perfectly applicable to a different set of conditions. Axes and muscles make mechanical

adjustments to their objects—the mind makes vital adjustment. In a mechanical adjustment there is always a dualism. The axe and the wood it cuts are two things. In a vital adjustment there is always a unity. The mind is fed by the problem it solves and turns with increased readiness to similar problems.

This new functional psychology says that mental power developed in one subject is applicable to any other *only* in direct proportion to their similarity. If, as the advocates of the old faculty psychology said, power acquired in one line could be transferred to any other line, we would find our mathematical reasoners adepts in solving life problems, as how best to spend one's money, one's time, etc.; or, if the memory were strengthened in one line we would increase our power to remember names, dates, etc.; or, if our judgment were developed along certain school lines, we would be prepared to judge of the merits of horses or sheep or hogs. The fallacy of the old psychology is being recognized by such schools as Tuskegee, the Manhattan Trade School, and others recently developed. If we would train our pupils to use English fluently and cogently we must study English, not Latin; if we would train our pupils to be thoughtful and proficient in the use of clay, we must study clay, not iron; or, in the use of wood, we must study wood, not brass; or, in the use of iron or brass, we must study iron or brass.

It is fallacious for us to say it does not matter what we study so long as we acquire power. We might just as well say it does not matter which muscles we exercise, so long as we gain strength. If we wish to develop our arm muscles we must exercise the arms, and we must further exercise them in a particular line of movement if we would become proficient in that particular movement. Pardon this digression in which I have endeavored to state briefly the psychological justification which makes local fitness an important point to be considered in the establishment of technical courses.

Character and Perfection of Work.

The third point for justification is the character of the work done. There are two quite distinct ideas in the performance of technical work, the same as there are two distinct ideas in the execution of manual training in general. In one manual training school we see pupils working on set models and joints; sawing, boring and chiseling exercises. In another we see constructed from the beginning real useful articles, as mail boxes, sleds, taborets, coat hangers, foot stools, book racks, etc., which require the use of the same tools and involve the joint, boring and chiseling, as in the former exercises. In technical courses one school will have produced simple models involving the use of machinery and a knowledge of the properties and working of materials as the chief or only manual work. Another school in the same length of time will have the pupils make a gas engine, power lathe, motor, or some other complete machine. This also gives a knowledge of machinery and the properties of materials and in addition furnishes a feeling of reality which one gets in real work.

I believe this feeling of reality is the thing that holds the pupils in school, and where it is absent there is a great exodus from the schools in search of it. My experience is that there is not the enthusiasm, the effort, the training, the

(Continued on Page 17)

This article is based on an address delivered by Supt. Wightman, before the Pennsylvania Superintendents' Association, February 6, 1907.

Among Boards of Education

The San Francisco school board and the federal authorities have reached an agreement under which the Japanese children will be re-admitted to the schools and the international complications adjusted. The board's rules relating to alien children will be amended to read as follows:

Children of all alien races who speak the English language, in order to determine the proper grade in which they may be entitled to be enrolled, must first be examined as to their educational qualifications by the principal of the school where the application for enrollment has been made.

No child of alien birth over the ages of 9, 10, 11, 12, 13, 14, 15 or 16 years shall be enrolled in any of the first, second, third, fourth, fifth, sixth, seventh or eighth grades respectively.

If said alien children shall be found deficient in their ability to speak or deficient in the elements of the English language, or unable to attend the grades mentioned in section 2 by reason of the restrictions mentioned therein, such children shall be enrolled in special schools or in special classes established exclusively for such children as and in the manner the board of education shall deem proper and most expedient.

The action of congress in amending the foreign immigration bill to exclude coolie labor was in great part instrumental in arriving at a solution of the difficulty.

Chicago, Ill. Preliminary steps have been taken by the board of education to form the teachers in the public schools into advisory councils. These councils are to take up matters affecting the management of the schools and make recommendations to the board. A referendum has been referred to the teachers to determine what form the councils will take and what questions of school policy are to be decided by the latter.

Superintendent Cooley, while opposed to the idea of a council in general, presented a substitute plan providing that the principal and one teacher in each ward act as delegates. The plan was voted down as giving the superintendent of schools an opportunity for controlling the council.

Philadelphia, Pa. The board permits non-resident pupils to attend the schools upon payment of the pro rata cost of instruction. This is figured upon the cost of conducting the schools during the previous school year. Permanent improvements are not considered in figuring out the cost.

Officials, clerks, secretaries and assistants received substantial increases of salary during the recent meeting of the Newark, N. J., board of education. Following is the new schedule: Secretary, \$4,000; assistant secretary, \$2,800; superintendent of erection and repairs, \$2,800; assistants, \$1,200, \$900, \$800, \$775, \$260, \$1,000. Clerk to superintendent, \$2,500. Miscellaneous, \$700 and \$700.

San Antonio, Tex. The board has made several changes in the high school courses. The study of shorthand and typewriting will be permitted in addition to usual limit of four studies. Language has been made part of the manual training course. Latin, Greek, French, German or Spanish may be studied at the option of the pupil.

The board of education of Jamestown, N. Y., recently accepted the resignation of Mrs. Sarah

L. J. Hall, who had been a teacher in the public schools for nearly fifty-three years. Resolutions in appreciation of Mrs. Hall's services were adopted.

Salt Lake City, Utah. The principal of the local high school has expelled thirteen fraternity members who insisted on refusing to comply with the orders of the school.

The Central Teachers' Council of Chicago has adopted and forwarded to the board of education a resolution in which it asks that body to authorize principals of schools to inflict corporal punishment upon pupils after gaining the consent of the parents interested.

Continual loss, transferral and exchange of teachers in the schools of Quincy, Ill., has prompted the board of education to inaugurate a new system of paying teachers. While as yet no definite plan has been fixed on, it has been concluded that one of the two will be adopted. The first proposed is the merit system, basing all progress and advance in salary on experience, length of service and fitness as judged by the board of education. The other calls for the employment of Quincy high school graduates as practice teachers and arranges a special teachers' course of two years for all qualified students who wish to become teachers. This cadet system which, of course, necessitates a new department in the high school, will provide for personal contact in the overcrowded classrooms of the schools.

Supt. E. A. Gastman, who has been superintendent of schools at Decatur, Ill., for forty years, has signified his intention of retiring at the end of the present school year.

Cleveland, O. The board of education has allowed the use of three school auditoriums for the promotion of the social center experiment. Citizens' committees, principals, teachers and a committee of the board of education are at work on the plan.

Superintendent Cooley of the Chicago schools, at the request of Trustee Louis F. Post of the board of education, has compiled and made public the record of all elementary school teachers in the city.

The statistics are divided into eight groups, as follows:

1. Name.
2. Date of partial certificate.
3. Date of full certificate.
4. Date of appointment as substitute.
5. Date of assignment as teacher.
6. Amount of credit given for outside experience.
7. Date of such credit.
8. Where educated: (a) High school or academy; (b) normal; (c) college or university; (d) special school.

The idea of the school management committee is to have and keep a perfect and full record of all teachers in its employ.

Newark, N. J. The board of education has granted the formation of three city school governments.

Philadelphia, Pa. Supt. M. G. Brumbaugh has recommended to the board of education that promotions be held at least twice a year in all of the schools. At present pupils are advanced annually only. There are 635 children in the schools who are compelled to remain in the same classes until next September although they have completed their work.

Washington, D. C. Superintendent Wm. E. Chancellor of the public instruction system of the District of Columbia has issued the formal order for the midyear promotion of pupils. This marks a radical change in local school administrative methods. It is a step forward in the belated educational progress of the very conservative district.

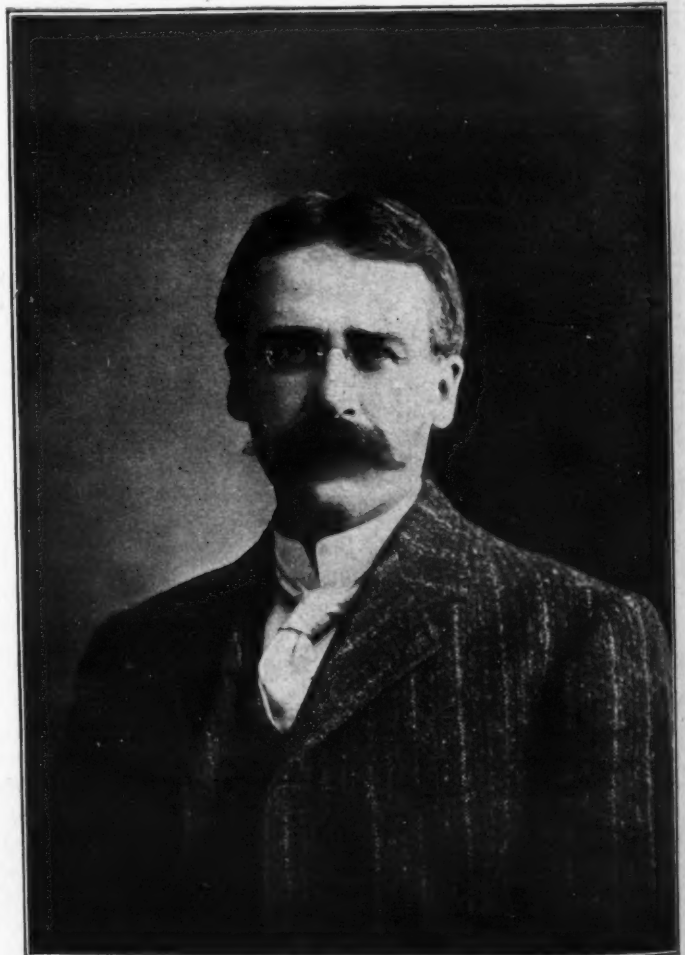
Massillon, O. The board of education has voiced the sentiment in an adopted resolution "that a contract between the board of education and a teacher should be considered as binding on one party as the other; that the board views with disfavor the practice of signing a contract when the teacher does not expect to carry out its provisions."

Minneapolis, Minn. Members of the board of education have expressed themselves in favor of appointing a manager to take charge of the business transactions of the school system.

Fort Scott, Kans. The board of education has voted to introduce the savings bank system in the public schools.

Wichita, Kans. The school board has taken action to minimize the bad influences of the secret societies existing in the high school. The members have been debarred from holding meetings in the school buildings and from using the name of the school on their stationery. Parents have been requested to co-operate with the school authorities in stamping out the evil.

Superintendent D. E. Batcheller of Olean, N. Y., has resigned to go into business at Buffalo. He has been succeeded by Samuel J. Slawson, formerly principal at Wellsville, N. Y.



H. A. ROBERTS, M. D.
President, Connecticut School Board Association,
Derby, Conn.

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THE CHICAGO MEETING.

DEPARTMENT OF SUPERINTENDENCE.

The Chicago convention of 1907 of the Department of Superintendence will long be remembered. Every condition was as near perfect as could be desired. The attendance, program, weather, hotel accommodations—in short, everything—were beyond criticism. Chicago is indeed the ideal meeting place for the convention.

The weather was delightful—clear and bright—as bright as Chicago atmosphere will permit, and just cold enough to be invigorating. The streets in consequence were dry and clean, making passage between hotels and the meeting hall pleasant.

The hotel accommodations were excellent, as is to be expected in so large a city. Some murmurs on the morning of the first day were heard from a few who could not be located in the Auditorium. These were quickly silenced, however, when the disgruntled ones had found rooms in some of the many good hotels within easy walking distance of the Music hall.

The Attendance.

The members came early; those from the farthest corners of the country being the first on the ground. Even before the first session on Tuesday morning was called to order it was apparent that the attendance would eclipse all previous records. Secretary Shepard's final list showed 1,260 men and women registered, and Bruce's Bulletin recorded more than 1,350 about the headquarters. Illinois led all the other states with 258 and Ohio was second with 154. All of the states of the middle west sent creditable delegations. New England sent three cars full and the south was well represented.

The Program.

The program was excellent. Such portions as promised to be a repetition of old established principles were treated from an advanced standpoint. The discussions, while scientific in the main, were eminently practical in their application to needed improvements in present day school conditions.

The first day's discussions tended chiefly to establish the relations of the school to the public. Chancellor Andrews' lecture in the evening was most enjoyable. His references to the ability of Superintendent Cooley occasioned the only dramatic scene of the whole convention. "Knotty Problems" was the general topic for the second morning and was continued, unconsciously, at the afternoon roundtables. Dr. Emil G. Hirsch's lecture in the evening proved a treat and while the rabbi did not advance any new ideas, his wonderful command of language and his pleasing delivery charmed and inspired all who heard him.

Business Routine.

The annual business routine of the department was easily disposed of. Spelling reform,

which at first threatened to receive an unqualified indorsement for immediate introduction in the schools, was commended in principle only. As in past years E. O. Vaile was the champion for and Editor McDonald the combatant against the idea.

Officers Elected.

Although he had not yet reached the convention, Dr. W. H. Maxwell was chosen on the first morning to head the committee on appointments. The report submitted proposed for president Superintendent F. B. Cooper; first vice president, Superintendent Stratton D. Brooks; second vice president, Miss Ella C. Sullivan, Chicago, Ill.; secretary, Superintendent George B. Cook, Hot Springs, Ark. The nominations were eminently satisfactory and were approved by the meeting without dissent.

Superintendent Stetson made a fine presiding officer. His introductions were happy and his decisions careful and prompt. His long experience as a lecturer served him well in his duty.

Next Year's Meeting Place.

Washington, D. C., was chosen for the next meeting place. Superintendent Cooley extended an invitation for Chicago, but added that he did not want to seem to be monopolizing the convention. Superintendent Pearse of Milwaukee then proposed Washington, which city found favor with the members.

The Summer Meeting.

Superintendent Moore of Los Angeles and Professor Chamberlain of Pasadena were on hand actively promoting the annual convention of the association which is to meet in Los Angeles.

Superintendent Dyer of the public schools of Cincinnati, O., has prepared and presented to the board of education a schedule of salaries paid principals and teachers in a number of the largest cities of the country. The following is the schedule presented:

Elementary.

New York—Teachers: Male, \$1,500-\$2,400; female, \$600-\$1,440. Principals: Male, \$2,750-\$3,500; female, \$1,750-\$2,500.

Chicago—Teachers, \$550-\$1,000. Principals, \$2,000-\$2,500.

Philadelphia—Teachers: Male, \$950-\$1,250; female, \$470-\$870. Principals: Male, \$1,040-\$2,500; female, \$1,040-\$2,000.

St. Louis—Teachers, \$500-\$840. Principals, \$1,080-\$2,400.

Boston—Teachers: Male, \$972-\$1,212; female, \$552-\$936. Principals, \$2,580-\$3,180.

Cleveland—Teachers, \$500-\$900. Principals, \$1,100-\$1,700.

Cincinnati—Teachers: Male, \$600-\$850; female, \$500-\$850. Principals, \$1,600-\$2,000.

Pittsburg—Teachers, \$500-\$900. Principals, \$1,400-\$2,500.



SUPT. FRANK B. COOPER,
Seattle, Wash.

President-elect, Department of Superintendence, N. E. A.

Buffalo—Teachers, \$400-\$700. Principals, \$1,600-\$2,000.

Detroit—Teachers, \$450-\$900. Principals, \$1,025-\$2,000.

Milwaukee—Teachers, \$450-\$800. Principals, \$1,800-\$2,000.

Washington—Teachers, \$600-\$1,350. Principals, \$2,200-\$2,700.

Newark, N. J.—Teachers, \$520-\$900. Principals: Male, \$1,900-\$2,500; female, \$1,000-\$1,500.

Jersey City—Teachers, \$408-\$936. Principals, \$1,800-\$2,500.

Minneapolis—Teachers, \$500-\$800. Principals, no statistics.

Kansas City—Teachers, \$500-\$825. Principals, \$1,800-\$1,900.

Denver—Teachers, \$450-\$900. Principals, \$1,025-\$2,000.

Worcester—Teachers, \$450-\$750. Principals: Male, \$700-\$2,300; female, \$500-\$1,350.

Hartford, Conn.—Teachers, \$500-\$1,100. Principals: Male, \$2,000-\$4,000; female, \$1,200-\$1,500.

High School.

New York—Teachers: Male, \$1,300-\$2,400. female, \$1,100-\$1,900. Principals, \$3,500-\$5,000.

Chicago—Teachers, \$850-\$2,000. Principals, \$2,800-\$3,000.

Philadelphia—Teachers: Male, \$1,250-\$2,500; female, \$1,050-\$2,000. Principals, \$2,500-\$4,000 (to be readjusted).

St. Louis—Teachers, \$680-\$2,080. Principals, \$3,500-\$3,600.

Boston—Teachers, \$972-\$3,204. Principals, \$3,204-\$3,780.

Cleveland—Teachers, \$1,000-\$2,000. Principals, \$3,000-\$3,500.

Cincinnati—Teachers: Male, \$1,500-\$2,000; female, \$900-\$1,200. Principals, \$2,100-\$2,600.

Buffalo—Teachers: Male, to \$1,600; female, to \$1,500. Principals, \$2,500 (not proud of salaries).

Detroit—Teachers, \$700-\$1,200. Principals, \$3,000-\$3,500.

Milwaukee—Teachers, \$900-\$1,700. Principals, \$2,750 (future increase).

Washington—Teachers, \$1,000-\$1,800. Principals, \$2,000-\$2,500 (high school salaries inadequate).

Newark, N. J.—Teachers: Male, \$1,400-\$2,200; female, \$900-\$1,500. Principals, \$4,000.

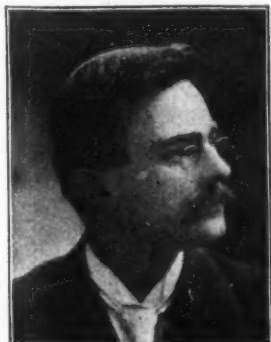
Jersey City—Teachers: Male, \$1,500-\$2,400; female, \$700-\$1,200. Principals, \$2,500-\$3,000.

Minneapolis—Teachers, \$700-\$1,600. Principals, no statistics; expect to increase.

Denver—Teachers, \$700-\$1,200. Principals, \$2,400-\$3,200.

Worcester—Teachers: Male, \$1,000-\$2,400; female, \$700-\$1,050. Principals, \$3,000 (not adequate).

Hartford, Conn.—Teachers: Male, \$1,200-\$2,500; female, \$600-\$1,500. Principals, \$4,000.



SUPT. STRATTON D. BROOKS,
Boston, Mass.
1st Vice-President.



MISS ELLA C. SULLIVAN,
Chicago, Ill.
2nd Vice-President.



SUPT. GEO. B. COOK,
Hot Springs, Ark.
Secretary.

Officers Elected by the Department of Superintendence.

THE MEDICAL INSPECTION OF SCHOOLS

By SAMUEL G. DIXON, M. D., Pennsylvania State Commissioner of Health

The connection between education and health, as common factors in promoting the welfare of the state, is so manifest and so real that every opportunity for interchange of thought between those who are engaged in the promotion of either, is to be welcomed. *Mens sana in corpore sano* is so admirable a description of the fit man, ready for and equal to the performance of duty, that it can never become trite or stale. The educator cannot too earnestly aim to preserve the due balance between these two essential elements in the makeup of the individual. The mind may be stored to repletion with facts, but if it be not sound or sane, this accumulation of facts which we call knowledge will be of little use to its owner or service to others. It can never be thoroughly sound and serviceable if it inhabits a body which is enervated or tortured by disease. Even when this equilibrium is disturbed for a brief period, the child who is undergoing the process of education is temporarily disabled from the use of its mental faculties and its education is for the time being interrupted. Frequent interruptions of this kind seriously retard the progress of a pupil, and occasional interruptions on the part of a considerable number of pupils are detrimental to the morals and discipline of the school and a discouragement to the teacher.

Conditions Remedied by Inspection.

The most common cause of such interruptions is the prevalence of contagious or communicable diseases among the pupils. The time is gone by when educators took offense at the statement that schools were often centers for the propagation of disease of this nature. You are all well convinced of the fact and are ready to welcome any suggestion which may lessen the frequency of such visitations, and increase regularity of attendance on the part of the pupils.

Teachers often suspect that some particular child is not well enough to attend school, but not having the requisite knowledge to determine the nature of the illness, hesitate to incur the displeasure of parents by sending the scholar home.

They are perplexed and disheartened by the dullness and idleness of a pupil, not suspecting that such pupil is neither dull nor idle, but is suffering from some physical disability. They have not had the special education which will enable them to detect the incipient stages of a contagious disease and so nip an epidemic in the bud by promptly dismissing the pupil who exhibits such symptoms. Thus, while they theoretically possess the authority to dismiss or suspend a child "for sanitary reasons," this provision is to a great extent nullified by lack of the knowledge needed to carry it out.

It is this unsatisfactory condition of things that it is proposed to remedy by the comparatively recent suggestion of the "Medical Inspection of Schools."

This, be it understood, is an entirely different proposition from the Sanitary Inspection of Schools. The latter pertains to the condition of school buildings and rooms, books, ventilation, heating, water supply, lighting, desk and chair arrangement and similar matters, and does not require especial medical knowledge; the medical inspection of a school pertains to the physical condition of the pupil and can only be made by an educated physician.

History of the Movement.

As regards the history of this movement in this country, the idea seems to have been first

inaugurated in the city of Philadelphia many years ago, in the parochial schools. But, public opinion was not ripe for it, and it was abandoned owing to the opposition of the ignorant and prejudiced, and the honor was allowed to lapse to Boston. I say "honor" because, although a somewhat similar inspection had long been known in Europe, the system adopted in that city was so effective and its results were so ably demonstrated that it has been introduced in Brussels and other European cities as the "Boston plan."

The method was soon taken up in other American cities; New York, Philadelphia, Chicago and St. Louis following in rapid succession. As we are informed by Mr. William Lauder, an intelligent member of the Broad Top township (Pa.) school board, in an excellent address delivered before the convention of directors in Bedford in December last, from which I shall not hesitate to quote, the people of Massachusetts have become so convinced of the advantages afforded by the Boston system that the legislature of that state has during the past year enacted a law making medical inspection compulsory in every school in the state.

The State's Authority.

This may appear a stretch of authority, but it is founded on the well known principle that the school authorities, at least during the period that the child is in actual attendance on the school, stand to the child *in loco parentis*. They are, therefore, directly responsible for the health of the child. Not only so, but, by so much more as they are more intelligent and better informed than the majority of the parents of the scholars, by so much is their responsibility heightened and so much greater is their opportunity and their capability for safeguarding the children's health.

"Our children belong to us," say some of the parents, "to do as we please with them." "No," replies the Commonwealth, "they belong in part to you and in part to the whole people, and we, the people, do not intend that they shall grow up in ignorance, or that their education shall be interfered with by your neglect to keep their bodies in sound condition so that they may profit by the instruction which we are providing for them. We require you to send your children to school for so many hours daily during so many months in each year, and we expect you to exercise reasonable care in maintaining the health of your children, and especially in respect to such diseases as are liable to be conveyed to other children. As, however, the constant exercise of such care may be a burden and expense to you, we are willing to share it with you, during the time that we are responsible for their care."

This seems to me a fair statement of the case, and any parents who consider this provision an infringement of their liberties need to go to school themselves to learn the true meaning of the word liberty. Such individuals are fortunately few. Dr. Somers of Philadelphia, who has made a careful study of this subject, embodying his results in an admirable prize essay, states that "out of 76,085 examinations made in Chicago there was but a single lawsuit instituted by parents," and that in this, the only case which he has been able to discover, Judge Ball of the Superior Court decided that the medical inspection of schools was constitutional, and the case was not appealed.

I have spoken of the medical inspection of schools as a new idea, and so it is in this

country, but in the city of Paris it has been practiced for seventy years and now extends to all schools, private as well as public. In Germany, it is so well understood that a backward child is usually a defective child physically, that every child who fails to pass the examinations at the end of two years is subjected to a critical examination by experts in order to determine if possible the retarding cause. In Great Britain every school, even in the smallest hamlet, is under strict medical supervision.

Scope and Objects of Inspection.

Before laying before you a few figures indicating what need there is for a system of this kind, allow me to briefly explain its scope and objects. I shall do this partly in the language of Dr. Thomas Darlington, health commissioner of the city of New York, as found in a circular issued in the year of 1906 by the health department of that city, entitled, "Working Plan of the System of Medical Inspection and Examination of School Children in the City of New York."

Its objects are, then: First, to determine, by repeated and systematic examination of school children by a physician employed for that purpose, the presence of cases of infectious or contagious diseases in a school. To be effective, this inspection should be made daily.

In the second place, all children discovered to be suffering from any such diseases are to be immediately sent home, and excluded from school as provided for by law.

Thirdly, the case so excluded is to be kept under supervision, and all precautions in regard to isolation and disinfection are to be insisted on.

Fourthly, the treatment of such minor contagious affections as do not necessitate school exclusion.

Fifthly, obtaining information of unreported cases of contagious diseases, at the homes of pupils.

Sixthly, the enforcement of the law requiring the exclusion from school of children in whose families, or houses, contagious disease exist, and

Finally—and by no means least important from the educational standpoint—a complete physical examination of each school child, on admission to school or as soon thereafter as may be convenient, in order to determine any physical defects or disabilities which may exist and may prove obstacles to the full enjoyment of educational privileges by such child.

Operation of the Plan.

To properly carry out a system of this kind requires in a city of considerable size a corps of medical inspectors, all of whom must be educated physicians, and a nurse or nurses, who, by attending immediately to minor ailments, may make it unnecessary to exclude the child and thus to interrupt its education even for a day.

The practical working of such a system is thus described by Dr. Samuel H. Durgin, chairman of the Boston board of health, in a letter received Nov. 2, 1906:

"The board (of health) selects and employs one medical inspector for each of the fifty school districts. He is paid \$200 a year from the annual appropriation for this department (health), and has four to six school buildings in which are accommodated from 1,500 to 2,000 pupils. He visits each school as soon as convenient after 9 o'clock in the forenoon of each school day, and there learns from the teachers

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what pupils appear to be ill and need his observation. He receives from the teacher a slip of paper, on which is marked the name of the pupil who brings it, and on the same slip he will mark his diagnosis and state whether or not the child is too ill to remain in school for the day, and if so he is sent home for the observation and care of his parents and family physician. The medical inspector exercises no authority whatever, except that if the illness of the child is of an infectious character, he orders the child home and reports the fact to the board of health. He is never allowed to prescribe or in any way interfere with the prerogatives of the family physician. If in the examination of a school child a tongue depressor becomes necessary, a piece of pine wood is used, which the board of health supplies, and which is destroyed after one use. The medical inspector also receives a daily bulletin of infectious diseases reported to the board of health, from which he selects those in his district, visits them to see if the isolation is satisfactory to the board of health, and reports the facts to said board."

Diseases Which Require Exclusion.

The list of diseases which require that a child presenting symptoms of the same should be immediately sent home, as fixed by the New York board of health, is "smallpox, diphtheria, scarlet fever, measles, chicken-pox, whooping cough, or mumps." In all cases of sore throat, cultures are taken to determine the presence of the diphtheria bacillus. Cases of smallpox, scarlet fever and measles are reported by telephone to the central office of the department of health, so that a diagnostician may at once visit the case, confirm the diagnosis, and if confirmed order immediate isolation. A postal card is then sent from the division of contagious diseases to the principal of the school, informing him or her of the presence of contagious disease. Instructions are given that no member of the family be allowed to attend school until the termination of the case as certified to by a physician of the department and disinfection of the premises.

In addition to the above list of eruptive or contagious diseases, children whose heads are infested with living lice, and those who give evidence of dormant infestation, and whose parents obstinately refuse or neglect to treat them, are to be excluded. Also those suffering from contagious diseases of the eye and skin.

School Nurses.

The majority of such children are not actually ill, and with proper care and medical attention need not be a menace to the other pupils, but, unfortunately, few of them receive proper care and attention at their own homes. Hence, in addition to the medical inspectors, it has been found desirable to employ school nurses, who may treat such cases, at the school and thus make it unnecessary to send them home and exclude them from school for possibly a considerable period.

When I state that in the city of New York, during a period of three months, out of 24,538 children who were actually excluded from school for longer or shorter periods, only 400 had serious diseases, imperiling their own lives, the others being more of the character of "nuisances," it will be seen what an advantage such a system may prove from an educational point of view.

Importance of Inspection.

But to return to the question of the importance of systematic medical inspection. School Director Lauder, already quoted, tells us that the first day that medical inspection went into effect in the schools of New York 140 children were found to be ill with dangerous

contagious diseases or affected with contagious skin diseases, or infested with parasites.

In Boston during the first four months 5,825 pupils were found to be sick, of whom 1,035 needed to be sent immediately home. Of these 286 were capable of spreading the disease from which they were suffering to their fellow pupils. The New York report for the year 1905 presents the following figures:

Number of visits to schools..... 46,605
Number of children examined..... 2,190,527
Number of children excluded..... 6,495

In the annual report for 1905 of the board of health of Philadelphia, in which city this duty is assigned to the fifty assistant medical inspectors, we find that during that year the total number of schools visited was 315, the number of visits made was 51,412, the number of pupils referred to inspectors by principals for examination was 74,524, the number of individual examinations was 141,303, the total number of pupils examined was 215,827, the number excluded from school was 7,598, the number of pupils found to be requiring medical care, but not needing to be excluded from school, was 27,481.

Through the kindness of Dr. A. A. Cairns, chief medical inspector of the bureau of health of the same city, I have had an opportunity of examining the reports for 1906 in advance of publication. Taking the single month of October in the past year, we obtain the following results: The number of schools assigned was 316, the number of visits made was 1,449, the number of pupils referred by the principal was 7,556, the number excluded was 206, the number of individual special examinations was 3,167, and the total number of examinations was 10,723.

In the city of Chicago, during a period of four months, 233 schools were visited, with the result that 1,417 cases of diphtheria and 306 cases of scarlet fever were discovered in actual attendance at school. Every one of these cases, let it be remembered, might have been the starting point of an epidemic. Not only in the large cities, however, but in many of the smaller ones and even in villages, has such a system been put into successful practice. Among them may be mentioned Newark, N. J., Cleveland, O., Orange, N. J., Newton and Brookline, Mass., and Asbury Park, N. J.

In fact, there is no good and sufficient reason why small boroughs and townships should not provide themselves with this safeguard as well as cities. Where the population is very sparse and the number of physicians is limited, it might be inaugurated on a basis of weekly instead of daily inspections. In this way one physician could easily take care of several schools.

The Good Results Obtained.

Now, as to the results of this plan. What has been accomplished by it to justify the expense and trouble which it involves? In a general way it may be said that the fact that both abroad and in this country wherever it has been inaugurated it has been continued, with one single exception, a sufficient indication that results have been obtained in the interests of education, or of health, or both, which in the estimation of the authorities and the people justified it.

The one example referred to is in the city of Chicago* and is evidently due to that bane of civic government in this country—political interference. The results obtained would certainly have justified its continuance. The chief medical inspector of the Chicago department of health writes me under date of Nov. 5, 1906:

*The system has again been introduced. A most serious epidemic of scarlet fever and other contagious diseases compelled the health authorities to appoint 150 inspectors in January of this year.—Ed.

"While the fifty inspectors were at work they reduced perceptibly the number of cases of infectious diseases."

Checking an Epidemic of Trachoma.

In the city of New York an infectious form of eye disease called trachoma was known to prevail, but there was no way of determining to what extent. In the spring of 1902 several specially instructed inspectors were detailed to determine this question as far as school children were concerned. The report showed that 17 per cent of all the school children were suffering from this painful and disabling affection. Immediately the dispensaries and hospitals were overrun with children who desired to obtain certificates showing that they were under treatment, so that they might be able to return to school, and it was found necessary to open a special hospital for the treatment of this disease alone. The following are the figures for the work of this hospital in the year 1903:

Number of cases treated by operation... 4,337
Number cases treated without operation... 11,599

Total number 15,936

Remembering that this disease always seriously impairs vision, and often produces blindness, it will at once be seen how greatly the educational capacity of this large number of children was increased by curing the trouble, as well as how great a menace to other children was removed.

Preventing Diphtheria.

One of the most serious communicable diseases of childhood at the present day is known to be diphtheria. In 1900 the deaths from this disease in the United States were 16,475, the majority of whom were school children. In Pennsylvania alone between 2,200 and 2,300 deaths from this disease take place annually, of which it is safe to put down 70 per cent as of children of school age.

In Chicago medical inspection was instituted in 1900. During the year preceding 3,931 cases of that disease had occurred, of which 843 were fatal. During 1900 the number of cases fell to 3,303, a decrease of 628, and the number of deaths was reduced to 797, a decrease of 46. Of course a single instance of this kind cannot be considered conclusive, but it is at least significant. The Massachusetts state board of health does not hesitate to express its conviction that medical inspection is retarding the spread of diphtheria in that state.

In Chicago, so far as scarlet fever is concerned, a diminution of 2,325 cases and 307 deaths was shown, as compared with the year preceding inspection. Similar good effects have been noted in other cities, but exact figures to demonstrate them are not available. One most important result of such a system of inspection which was probably not anticipated is the discovery of unreported cases of contagious diseases at the homes.

At the fifth annual meeting of the associated health authorities of Pennsylvania, in 1898, an instructive paper on Medical Inspection of Schools was read by Dora Keen, the efficient secretary of the Public Education Society of Philadelphia. In the course of this paper the fact is mentioned that in Chicago 744 cases of diphtheria discovered in schools brought to light 2,619 cases of that disease at home, while 231 cases of scarlet fever discovered by the school inspectors disclosed 745 cases at home. It can readily be seen how many most promising epidemics had thus been nipped in the bud.

Defective Eyesight.

Next in importance to the detection of the presence in school of children capable of communicating deadly germs or unclean parasites

(Concluded on Page 18.)

THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

DEVOTED TO

School Boards, School Officials and Teachers

WM. GEO. BRUCE Editor and Publisher

MILWAUKEE OFFICE Montgomery Building
Entered as second class mail matter in the Postoffice at
Milwaukee, Wis.NEW YORK OFFICE 27 East 21st Street
W. J. LAKE, REPRESENTATIVECHICAGO OFFICE 56 La Salle Street
H. B. BOARDMAN, REPRESENTATIVE

ISSUED MONTHLY - SUBSCRIPTION, \$1.00 A YEAR

THE CHICAGO SUPERINTENDENCE MEETING.

The gathering was large; the program was good; the attendance was representative; the discussions were interesting and well carried on; yet the meeting was not in any way notable, and was hardly marked by any episode which will make it especially remembered.

The physical arrangements—the two Auditorium hotels, with the meeting hall under the same roof—are ideal in Chicago; better than are ever had elsewhere. The weather was admirable; moderate and dry—much the same as at the Milwaukee meeting two years ago. It is only in the sunny south that the department experiences blizzards and snowbanks like those the department enjoyed last year.

The general session in which the department discussed the question: "What Proportion of the Pupils in Secondary Schools Do Not Derive Compensating Advantages Therefrom," probably developed the greatest interest.

The ovation which greeted Dr. William T. Harris as he mounted the platform to take part in the discussion was probably the most noteworthy and one of the most pleasing events of the meeting. His speech was in his best style; it is long since he has done better in such a discussion.

Another dramatic incident occurred on Tuesday evening during the address by Dr. E. Benjamin Andrews. When, during his speech, Chancellor Andrews spoke of the Chicago schools he turned to Superintendent Cooley, who sat on the platform, and grasped his hand. Dr. Andrews, who preceded Mr. Cooley in the superintendency of the Chicago schools, paid a glowing tribute to his successor, who, he said, had made those schools better than they had ever been before. When Chancellor Andrews grasped Superintendent Cooley's hand the audience rose as one man, and the cheering which swelled and swelled again showed very clearly what the members of the department think of the petty guerrilla warfare which the majority of the members of the Chicago school board are waging against their superintendent and his plans of school administration.

On Wednesday evening a number of members of the department attended the meeting of the Chicago board of education. The word had been passed among the members of the board, apparently, and the red fire and war-paint had been set away in the property room for the evening. The session closed at ten o'clock, instead of going until 12 o'clock or later. The methods of the board members—their arguing, their indecision over small

matters, their haste and apparent carelessness in disposing of the most important items, the reasons given in explaining their votes ("I am against these books because they are not made in 'our town'") reminded some of the visitors of a town meeting in the sparsely settled districts of northern New England.

It is pitiful that the schools of this great city, in many respects the greatest in America, are in the hands of persons who seem disposed to settle by discussion and vote in open board (after laying over for two weeks so some member may inform himself) whether the janitor in each particular school shall use "gold dust" or soft soap to aid him in scrubbing his building, and with a strong tendency to decide on soft soap if the superintendent has recommended "gold dust."

The visitors to the board meeting were much instructed also by seeing the president or "agent" of the Chicago Teachers' Federation, who sat at the elbow of one of the leading members and prompted him at frequent intervals during the services. They also noted with interest several long rows of Chicago teachers seated as spectators, following the proceedings closely and rewarding with applause good speeches or votes that were "right." One visiting superintendent suggested that possibly these teachers might have been at home getting their beauty sleep and laying up some steadiness of nerve and some reserve of good temper to be used for the benefit of their pupils next day.

The superintendents very generally resisted the seductions of Chicago sight seeing and attended the meetings of the department. The hall was crowded at most of the sessions.

President Stetson presided with dignity and firmness, with a hand that showed experience, with tact, and with a ready wit and sense of humor that kept everything moving right and everybody happy.

Washington, D. C., was chosen as the next place of meeting. The meeting there will not be so large as in Chicago, though it will be large. The members expect to be divested while there of all the money they take with them, whatever amount that may be, by the Washington hotel-keepers. Nevertheless they felt, and feel, that they ought to go to the capital city for their next meeting.

THE SCHOOL FURNITURE TRUST.

The United States authorities have instituted an investigation to ascertain whether there exists in this country a school furniture trust. The investigation is being conducted by a grand jury at Chicago.

Thus far the evidence which has leaked out would go to show that such an institution as a school furniture trust does exist, and that there is a fair chance of its being stamped out.

Mr. F. W. Holbrook, who is connected with the American Seating Company, has been arrested as the result of the investigation. Other arrests are likely to follow.

It is a gratifying sign of the times to see the governmental authorities concern themselves in the great commercial and industrial evils of the day with a view of eradicating them. It is high time to rid the school interests of the country, not only of the school furniture trust, but also of the school book trust, which has flourished for so many years.

CHANGING SUPERINTENDENTS.

The terms of an unusual number of superintendents of the larger cities will expire with next June and July. Already some of the school boards have engaged in changes, apparently unable to wait until the terms for which the present incumbents are elected will expire.

Undue haste has its dangers, but nowhere is such haste likely to do greater injury to the social body than in the selection of the supervising heads of school systems. The results of such haste cannot be too quickly undone.

The school board given to precipitous action in the selection of a school superintendent primarily underestimates the importance of that office, and secondarily fails to understand the most approved method for securing the right sort of man. Calm deliberation, thorough investigation and an unbiased judgment must be applied if the most efficient superintendent is to be obtained.

A LOFTY PURPOSE.

In the routine of school administration it would seem almost impossible to invent or say anything entirely new or novel. Apparently everything has been said, everything has been tried, everything has been solved. Most current problems appear commonplace and involve the immediate question of expediency alone.

We are all apt to sink into this mode of reasoning and forget the higher aims and purposes of popular education and the relation of the board of education thereto. We become in time wedded to the settled conviction that theoretically at least we must aim high, but in practice we must drudge along lines of least resistance. We cannot travel faster than the community sentiment; opposition cannot be incurred. Things must run smooth and peaceful.

And then comes the sudden jolt. Some one has arisen and said something that we ought to have said long ago. Some one has accomplished something that we might have accomplished ourselves. Some one has arisen above the fixed humdrum of our labor, has gone in advance of public opinion, has defied the disgruntled and hypercritical citizen, and has achieved a lasting reform for the school system.

"We shall continue to endeavor to administer the schools with the single purpose of service to the community, and especially the children, without the hope of personal gain and regardless of political effect," said Hon. F. W. Haserot in his speech of acceptance of the presidency of the Cleveland board of education.

Here is expressed an old thought in a new way and at the same time a thought which epitomizes the true mission of every school board member in the land. If the true interest of the child were considered in all school administrative labors, regardless of how the personal interests of the school board member might be affected, what magnificent schools the country would evolve.

But the merchant, the manufacturer and the professional man who sits in the board has private interests which cannot bear or which he does not care to expose to public disfavor. And yet, the truly progressive school officer must stand ready when the interests of the pupil are at stake to brave all criticism.

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The cause for school board disruptions.



High school fraternities will be abolished by state law.

Only such men, whose loyalty to the school interests is far above personal considerations, should be allowed to sit as members of boards of education.

Mr. Haserot has said nothing new. But he has expressed the very essence of school administration duties in new and forcible language.

SCHOOL HOUSE CONSTRUCTION.

The time of the year has come when the thoughtful school board begins to plan the building operations that must be undertaken when the frost is out of the ground. These operations may concern themselves with remodeling, enlargements or new work.

The average attendance at the schools, the gradual increase of that attendance and the pupil capacity of the present school accommodations usually tell their own story. The school authorities can readily anticipate the school house capacity that may be required next year and the year thereafter.

Here the watchword should be a timely anticipation of future needs. The city of Boston begins its labors fully three years in advance of the actual necessity for a new school house. This is as it should be.

The delays which construction labors are usually subjected to fully warrant timely action. But, delays in the erection of a modern school building, notwithstanding the difficulty in securing skilled labor and the proper material, are frequently but slight compared with

the vexatious delays experienced in securing the necessary funds.

School boards cannot lay their hands on the necessary money the moment the necessity of a new school house is manifest. Frequently public opinion must first be molded and then the process of raising the money by taxation must be engaged in. Public bodies necessarily move slowly, but public opinion, which must frequently be dealt with, is even slower.

FIXING SUPERINTENDENTS' SALARIES.

The school board at New Orleans, La., recently, in response to the general awakening throughout the country on the question of salaries paid to professional men, fixed the compensation of its school superintendent at \$5,000 per year.

The cry on the part of the public and the press at once went up in solemn protest. Extravagance and recklessness were charged and the board began to repent. The original salary paid the superintendent was \$3,600. When the protest became acute the board cut the salary from \$5,000 to \$4,000.

The whole proceeding would go to show that the city of New Orleans was not yet ripe for a high-priced educational expert. It evidently was reasoned that if the board had succeeded in securing the services of the present superintendent at \$3,600 it was folly to pay him any more.

If the subject had come up in a different

form a different result might have been obtained. Suppose that the city of New Orleans had fixed a salary of \$6,000 to be paid to the best school superintendent obtainable for that money in the United States. Suppose that the school board had taken a measurement of the great school superintendents of the country obtainable for that salary. And let us further suppose that the comparison were made with other large cities where the highest type of superintendents are engaged.

The result would have been that the salary would have remained at exactly \$6,000 and New Orleans would have obtained a superintendent of schools whose services to the school interest of that city would have been worth exactly that amount.

With the increased cost in living the salaries in all lines have risen. This tendency, too, has touched the educational field. Salaries have been increased among all classes of educational workers from the lowest to the highest.

In superintendency labors the compensation has also been affected by the fact that expert service in all commercial, industrial and professional channels has been in greater demand and consequently has commanded a higher remuneration. Experience here has taught that a high priced man is cheaper in the end than a cheap man at any price.

School boards are gradually awakening to the thought that adequate salaries must be paid in order to secure the services of high class school superintendents. Progressive school authorities meet this condition without hesitation and equip their school systems with the best talent obtainable, ready and willing to pay the price that will secure it.



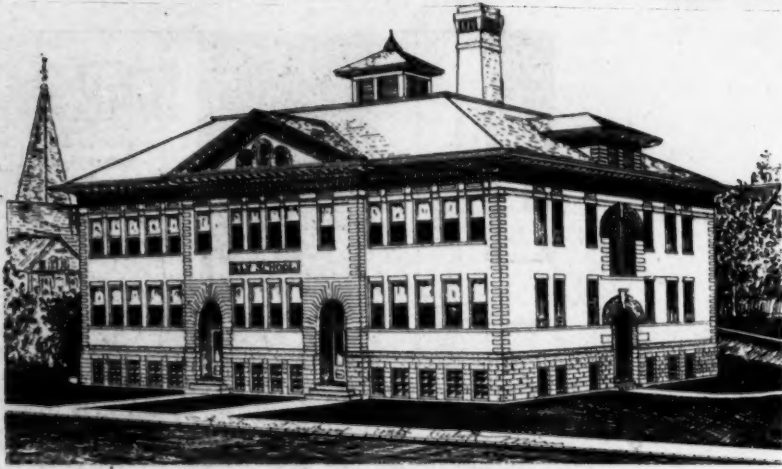
The San Francisco difficulty has been arbitrated.



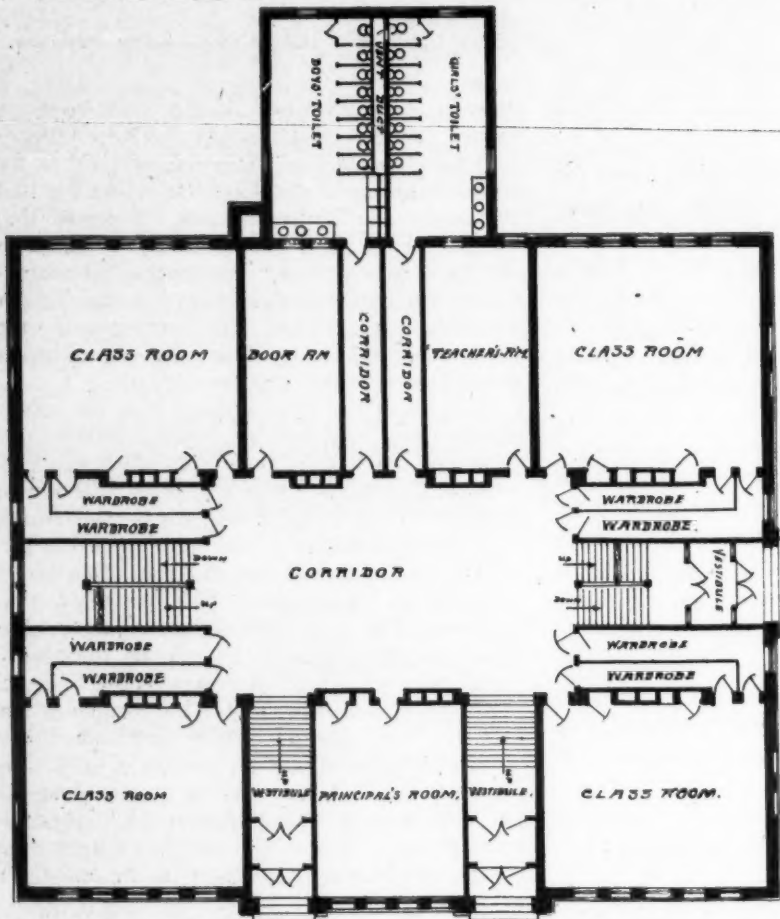
Educational benefactors alarm one another.



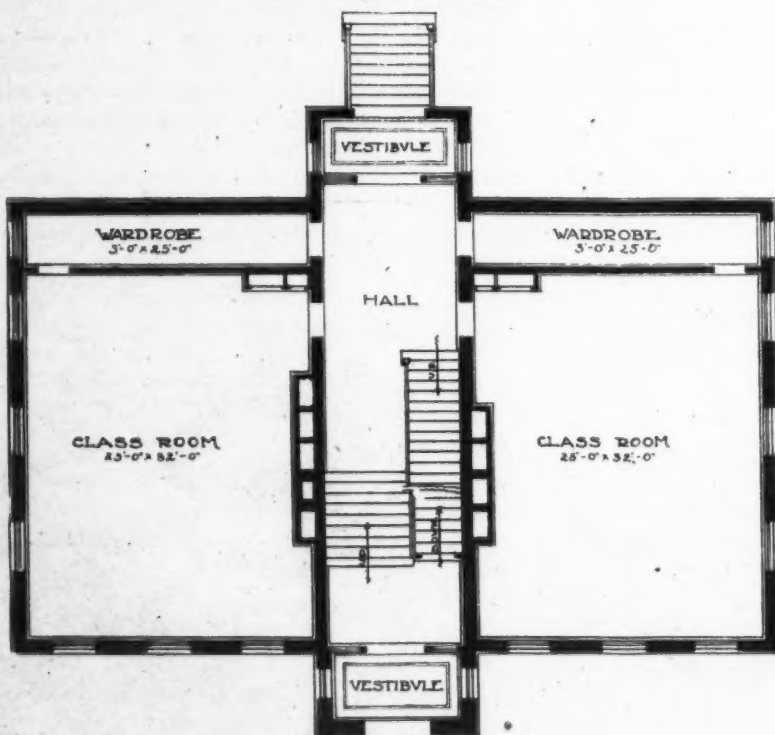
What will happen to these bills?



THE NEW ELY SCHOOL, DULUTH, MINN.
Austin Terryberry, Architect
(See description page 12)

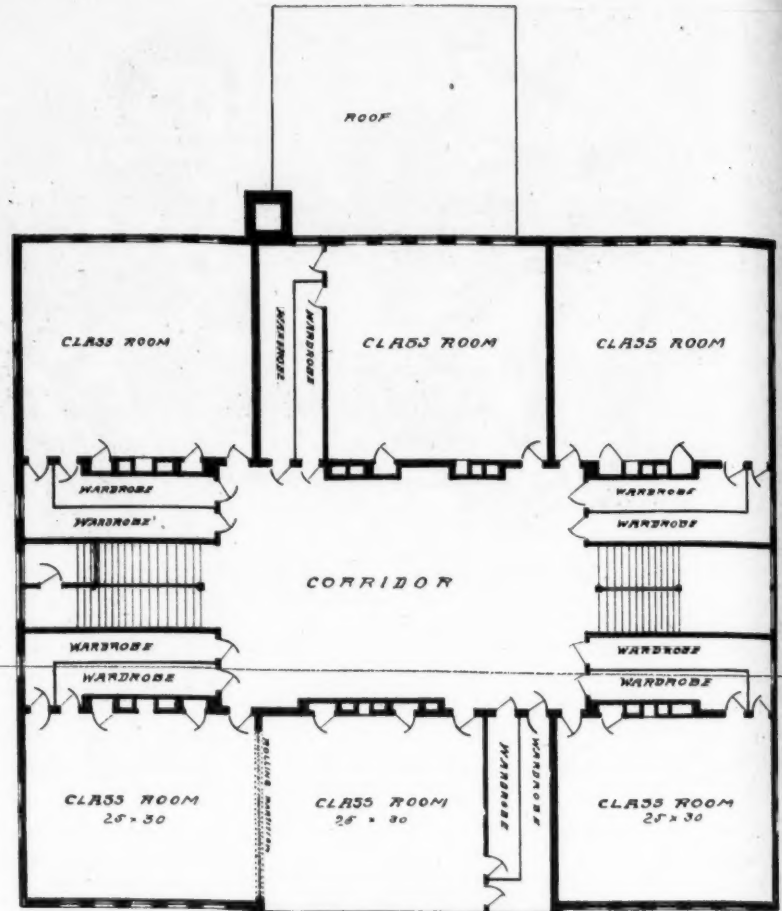


FIRST FLOOR PLAN, THE ELY SCHOOL, DULUTH, MINN.
Austin Terryberry, Architect

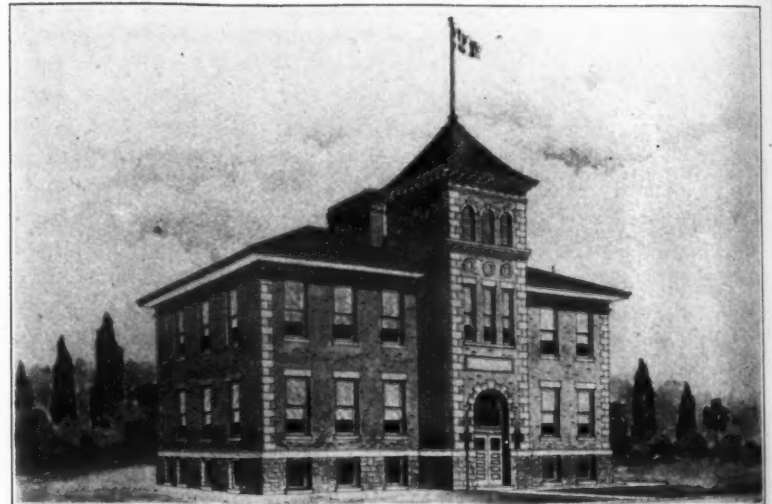


FIRST FLOOR PLAN

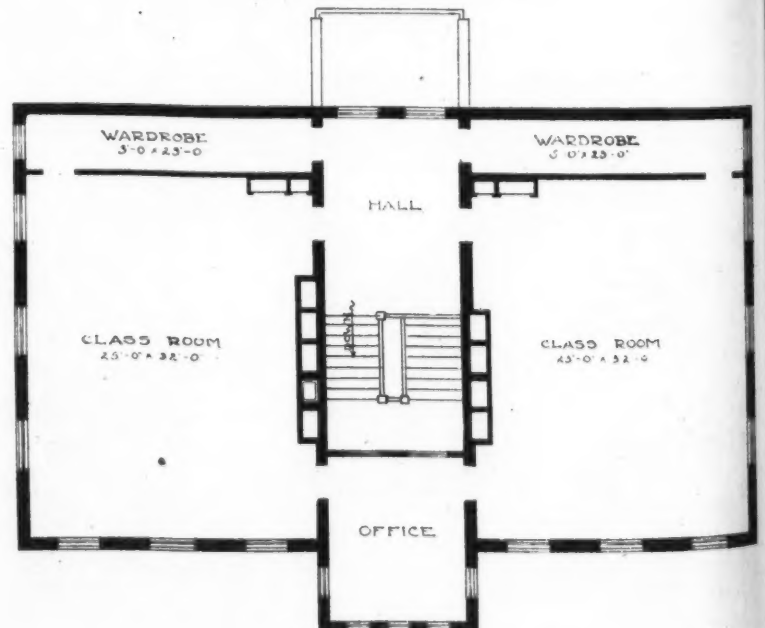
THE NEW PUBLIC SCHOOL BUILDING, PROSPERITY, MO.
A. C. Michaelis, Architect



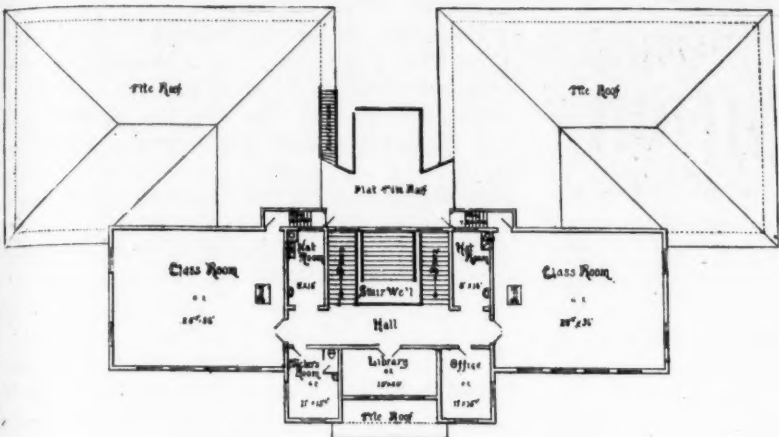
SECOND FLOOR PLAN, ELY SCHOOL, DULUTH, MINN.
Austin Terryberry, Architect



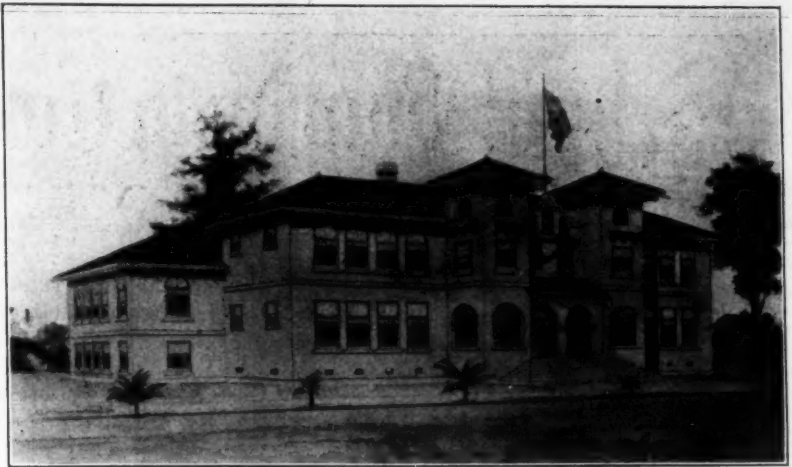
NEW PUBLIC SCHOOL, PROSPERITY, MO.
A. C. Michaelis, Architect, Joplin, Mo.



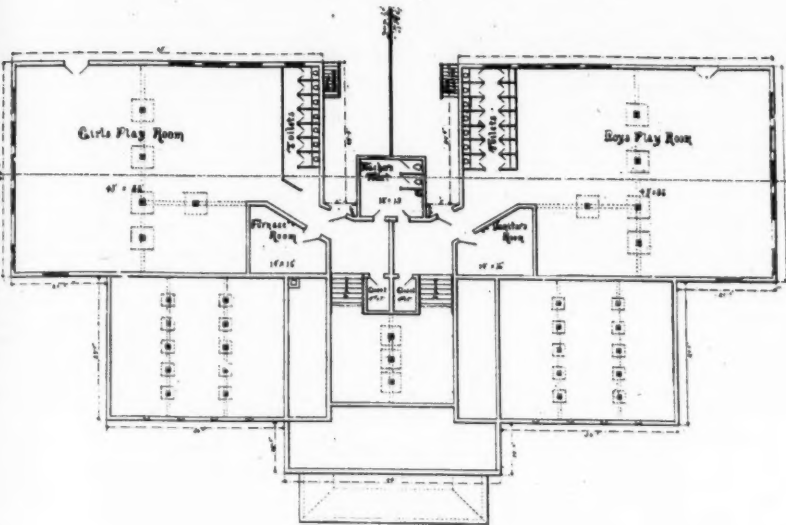
SECOND FLOOR PLAN



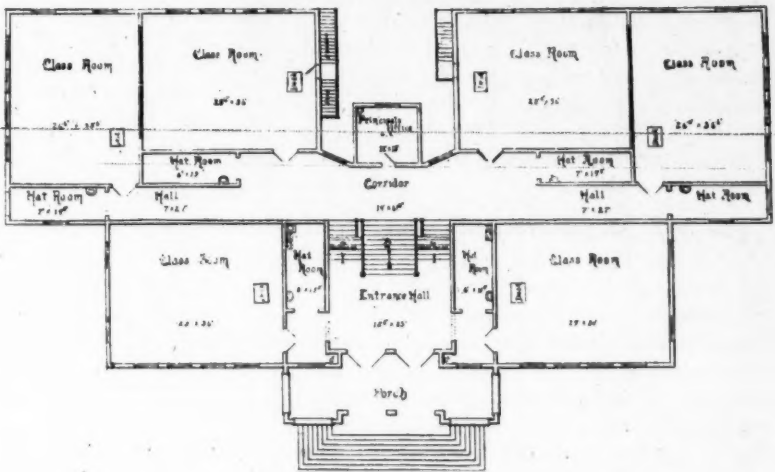
SECOND FLOOR PLAN, MISSION SCHOOL



MISSION GRAMMAR SCHOOL, NAPA, CAL.
L. M. Turton, Architect



BASEMENT PLAN

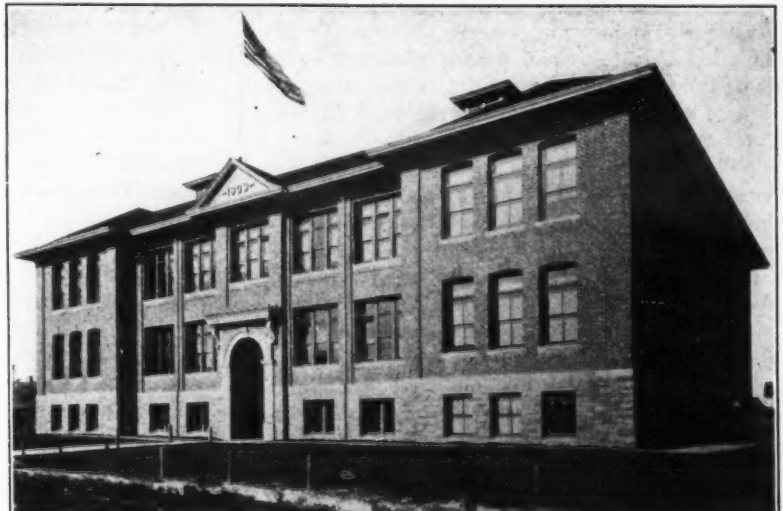


FIRST FLOOR PLAN

PLANS, MISSION SCHOOL, NAPA, CAL.
L. M. Turton, Architect



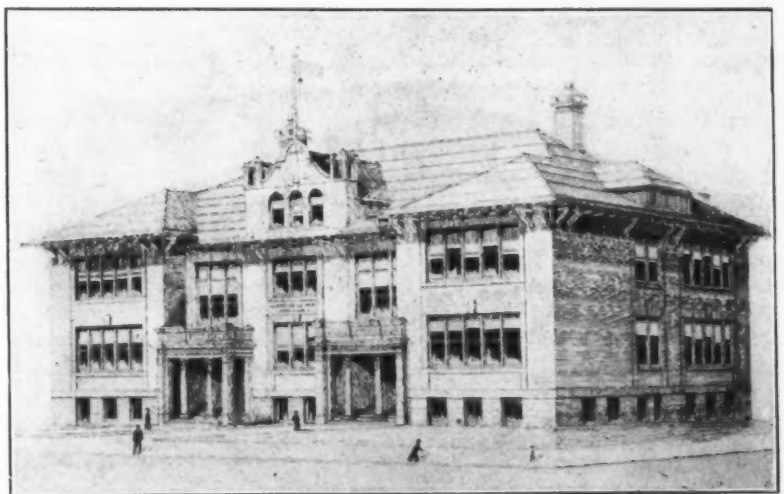
THE BENTON SCHOOL, KANSAS CITY, MO.
Charles A. Smith, Architect



NORTH SIDE HIGH SCHOOL, BELLINGHAM, WASH.
Albert Lee, Architect



CENTRAL SCHOOL, BOISE, IDA.
J. E. Tourtellotte & Co., Architects



LONGFELLOW SCHOOL, BOISE, IDA.
Wayland & Fennell, Architects

School Boards in Convention.

PENNSYLVANIA SCHOOL BOARDS MEET

A most successful annual meeting of the department of directors of the Pennsylvania Educational Association was held at Harrisburg February 15 and 16. Resolutions were adopted urging the legislature to increase the biennial appropriation to the public schools of Pennsylvania from \$11,000,000 to \$16,000,000.

An attempt to place the organization on an open basis was blocked and created bitter feeling. This was to be accomplished by discontinuing the practice of nomination through the executive committee. The idea was to destroy opportunity for the book trust to dominate the association by permitting the body itself to nominate its officers. Leaders in the reform claimed that the association had been open to trust and political influences and generally dominated by a clique.

Urges Wise Economy.

The first paper read was by S. R. McClure, president of the North Braddock school board, on "School Board Economy." Perhaps no more important subject might have been chosen for discussion with the three hundred delegates present. It is important, as the speaker said in his opening remarks, "because the school board has so much to accomplish with limited means; and, second, because waste by careless management weakens public confidence and often leads to retrenchment by cutting off necessary expenses."

Mr. McClure first explained the value of general economy and its significance. He then applied this to school boards, showing how in cases of excessive expenditure a reaction might set in which would be to the material detriment of the school system.

The first real means by which school board economy may be effected is by avoiding frequent and unwise changes of text books. Then, by careful purchasing, with full knowledge of what school boards in other sections of the country are paying for the identical article. The purchase of apparatus for specific purposes, he thought, was very important.

"The janitor is an element of considerable consequence," he said in continuing. "A good janitor is worth good pay and is cheaper than a poor one at no salary. The poor one often makes himself cost from five dollars per day upward in damages to heating system, caused by ignorance or negligence."

"Novelties and worthless heating and ventilating apparatus representing an outlay of hundreds of thousands of dollars are installed year after year and find their way to the rubbish pile. In like manner the construction of buildings entails expense and depends for perfection on the expert adviser to the school board."

"The teachers and the course of study are, further, factors in school board economy. Attention should be centered on the elementary school with manual training and gymnasiums."

In conclusion Mr. McClure said: "The question of what is properly included in the term 'necessary expenses,' then, becomes not a question of how little money may be made to fill the requirements of the law, but how much money for this great work can a school board in any community raise in the pursuance of a settled policy; not to raise a great deal for a year or two and then meet a reverse, but to establish a high standard and to maintain it continuously."

The Directors' Part in School Management.

"What Part of the School Management Should Be Assumed by the Directors" was the title of the address made by President J. Edward Wanner of the Reading board of control. Mr. Wanner spoke, in part, as follows: "The great work of a director might be easily shirked, and frequently, in fact, appears to be so done by the employment of a very able and versatile superintendent, and delivering the greater part of the work into his hands, and the directors then resting on their oars, satisfied to accept all praise to be bestowed and ever ready to criticize the errors of the superintendent upon all occasions, and in this way escape all criticism themselves by attracting attention to another who can not escape."

"Membership on a board of education," he continued, "should not be sought for glory. Nor should the director attempt to perform work beyond his abilities."

"It is a high honor to belong to a 'one man board of education,' when that man holds his leadership through the esteem of his colleagues and not fear. Any other membership is cowardly."

Mr. Wanner next spoke of the varied work of a school director, ranging from the purchase of real estate and building new schoolhouses to the handling of the finances. Some work in this vast array will naturally come within the scope of every director.

The special problems requiring careful and judicial consideration are many. For instance, the secret society problem must be argued, balanced, and finally summarily disposed of by absolute exclusion.

"The teacher is another question of moment which the directors must solve. The onward wave of advancement in salary has come upon us, and under the law of some states a minimum salary is created, preventing any injustice in that direction. It now remains for us to watch our interests and see that we get proper return for the compensation, as it is only too true that many teachers employed are expensive at any price, and do more to further bend the intellect of some youthful citizens than greatest care can prevent."

Fairness, he stated, should characterize all dealing with the teacher. Her life is difficult and demands sacrifices which pecuniary rewards cannot compensate. "Do not take into your employ a good and faithful teacher, draining from her all the ability of her life, demanding her usefulness, and finally, in old age, with the records of her work standing all about your community in the persons of educated citizens, treat her with disrespect and command her labor to the end."

"If she is able to further cope with her labors, pension her, and place her on the roll of honor of the state government, as a soldier of peace, one who has striven mightily for the integrity of her state, by a lifetime of devotion to the art of educational strife, having led her great armies of boys and girls over the hills and through the valleys, across the streams and around the marshes, through the doubts and vicissitudes of early youth, ever present with a kindly smile and warm hand of sympathy, and then—then you will have done something in the management of the school affairs of this commonwealth."

The following officers were chosen at the close of the session:

President, Dr. F. R. Sattler, Wilkesburg; First Vice President, John S. Fredericks, East Coventry; Second Vice President, Benton T. Jayne, Scranton; Third Vice President, Benjamin J. Sykes, Clearfield; Recording Secretary, D. F. Bast, Allentown; Corresponding Secretary, W. M. Bowers, Chester; Treasurer, James W. Howarth, Glepriddle.

Executive committee: H. F. Schick, Reading; J. A. Steese, Mt. Holly Springs; James Brown, Bloomsburg; C. J. Lane, Bradford; C. C. Hill, Erie.

Legislative Committee: Hillary M. Lesing, Pottstown; L. A. Coburn, Somerset; George N. Tuttle, Potter Co.; R. M. Graham, Cumberland Co.; J. B. Irwin, Washington.

The association asked the state for an appropriation of \$250 to defray its expenses.

CONVENTION OF PENNSYLVANIA SUPERINTENDENTS.

The Department of City and Borough Superintendents of the Pennsylvania State Educational Association met at Harrisburg, February 5 and 6. All sessions, despite inclement weather and the illness of two of the speakers, were well attended. Capt. J. C. Delaney, Factory Inspector, Harrisburg; Dr. Elmer Ellsworth Brown, Commissioner of Education, Washington, D. C.; Dr. Nathan C. Schaeffer, State Superintendent of Public Instruction of Pennsylvania, and Dr. Samuel Dixon, Commissioner of Health, made the chief addresses.

The principal topics of discussion were: "Various Methods of Selecting Teachers, Grading and Fixing Salaries, The Place of Supplementary Reading in the Course of Study, The Present Status of Child Labor in Pennsylvania, Proposed Legislation, Some Current Tendencies in High School Education, Technical Courses in High Schools, Business Principals in the Selection and Care of Text Books and Supplies, Medical Inspection and Nature Study Teaching in the Schools. Two topics were chosen for each session, threshed out by one speaker and then generally discussed by the convention."

In discussing the Methods of Selecting Teachers, Superintendent Samuel Andrews, Pittsburg, stated that three methods were commonly in use. The "know" method depends chiefly on recommendation. The "spoils" method generally invites the teacher's position as a boon for political jobbery and courtesy. The "merit" system, depending on work done, character, personal ability and fitness, was of course recommended.

Grading of Teachers' Salaries.

Grading of teachers, Superintendent Andrews said, could be based chiefly on the professional knowledge, progressive work and the power to confer knowledge.

"The schedule of salaries should be so constructed," he continued, "that a premium is placed upon efficiency in the classroom and growth in professional and general culture growth rather than upon length of service alone. Scholarship and habits of study are essential factors for efficiency in every teacher who continually increases his usefulness through two or three decades of usefulness. Teachers shall be employed and compensated on the basis of their ability to do the required work, and all proper methods in their selection must find expression through those who can fully and correctly determine their professional worth."

"Child labor with its evil influences is on the decline," stated Captain Delaney. "Various movements toward and with legislation have produced most effective results. Immature girls still work in silk mills and cigar factories, but only to a limited extent. Such agitations as oppose this are, of course, very valuable," he continued, "but incessant harping and exaggera-

tion tend to rather than laws."

Dr. Schaeffer the compulsion labor law and state legislation.

Commissioner the tendency control over was made treated by the Washington

The following the last session ford; vice president; secretary Falls; treasurer executive committee Philadelphia

lison.

The plans last summer drawn by completed the and cost \$50

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The arrangement and symmetrical forty-eight floor. The between the room and li the corridors stairways at the basement

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At the opening of board incre teachers \$ of two oth now pays in western

tion tend to drive industries from the state rather than assure them protection under state laws."

Dr. Schaeffer showed the conflict between the compulsory education law and the child labor law and advocated bills now before the state legislature.

Commissioner E. E. Brown outlined some of the tendencies of the high school. The greater control over the students and their activities was made the burden of his arguments, illustrated by the Iowa football decision and the Washington fraternity case.

The following are the officers elected during the last session: President, E. E. Miller, Bradford; vice president, Joseph H. Howerth, Shamokin; secretary, Edward Maguire, Beaver Falls; treasurer, S. H. Dean, Mount Carmel; executive committee, Martin G. Brumbaugh, Philadelphia; Superintendents Laramie and Al-lison.

The Ely School.

The plans for the new Ely school, erected last summer at West Duluth, Minn., were drawn by Mr. Austin Terryberry. As completed the building measures 84 by 100 feet and cost \$50,000.

The Italian Renaissance style of architecture in a modified form was selected for the exterior, and light colored sand-mold brick with brown stone trimmings were used to properly offset the same. All of the interior walls are brick; the floors are hardwood and the trim is yellow pine.

The arrangement of the floor plans is simple and symmetrical. Four classrooms seating forty-eight pupils each are located on the first floor. The principal's room occupies the space between the two front entrances and a teachers' room and library are placed on either side of the corridors leading to the toilet rooms. The stairways at each end of the long hall lead to the basement and to the second floor.

The upper floor is similar to the first in arrangement. The space occupied by the principal's room, the book and teachers' rooms below, is taken by two full sized classrooms.

The system of wardrobes, which is more elaborate than is usually found in grade school buildings, must be commended. A partition separates the boys from the girls.

A direct steam system with automatic control supplies heat to the classrooms. This is supplemented by warm air introduced by means of a fan ventilator. The heating and ventilating plant was completed at a cost of \$8,500.

As already stated, the normal capacity of each classroom is forty-eight pupils, so that the whole school will seat comfortably four hundred seventy-five children. The classrooms have been very carefully planned to provide ample floor space and unobstructed lighting.

TEACHERS' SALARIES.

Minneapolis, Minn. Salaries of all teachers in the graded schools will be increased \$5 per month, according to action taken by the board of education. Provision for an increase of salaries was made by the board of tax levy in an addition to the usual school appropriation. This amount in itself would, however, not have been sufficient for a uniform increase. It was feared that the improvement in salaries would be so small as to hardly warrant securing an appropriation. The present increase eradicates the difficulty.

At the October meeting, a month after the opening of schools, the Wilkinsburg school board increased the salaries of six high school teachers \$200 per year each and the salaries of two others \$90 each per year. Wilkinsburg now pays the highest salaries of any borough in western Pennsylvania.

Indiana. While the teachers of the state are clamoring for higher salaries, figures compiled by Fassett A. Cotton, state superintendent of public instruction, show that the average year's salary paid to the teachers this year is \$15 higher than last year. The total amount paid the teachers and superintendents this year was \$7,633,378.95, as compared with \$7,361,056.31 during 1905. The number of teachers increased from 16,495 to 16,709. The average wage paid to teachers for the year is shown to be \$458.64. Last year the average was \$443.78. This average includes pay for attending teachers' institutes.

Chicago, Ill. The salaries of teachers and principals in the normal practice schools has been fixed at \$200 in advance of principals and teachers holding equivalent positions in the high and elementary schools. Action in each case must be referred to the board of education for approval.

Nicholas Murray Butler writes: "The readjustment which must surely come before there can be any really important increase in teachers' salaries generally will, in my judgment, come more quickly if we fix our attention on a wider and better preparation for the work of teaching rather than agitate for larger salaries regardless of standards of professional preparation. To be worth more is the easiest way to get more. In every other branch of professional activity more adequate preparation and demonstrated success are almost a guarantee of increased compensation. Why should teaching be a permanent exception to this rule?"

MAJOR CHENEY GONE.

Veteran Bookman of the Northwest Passes Away Suddenly.

Major Augustus J. Cheney, who represented the G. & C. Merriam Company in the Northwest for a number of years, died suddenly at his home, Oak Park, Ill., on February 27th at the age of seventy-two. He was in active service until the last and was apparently in good health when he was stricken with paralysis.

Major Cheney has had not only a long, but an eventful career. Born in Bayfield, Mass., he came to Wisconsin with his parents in the fifties, where he remained upon his father's farm.

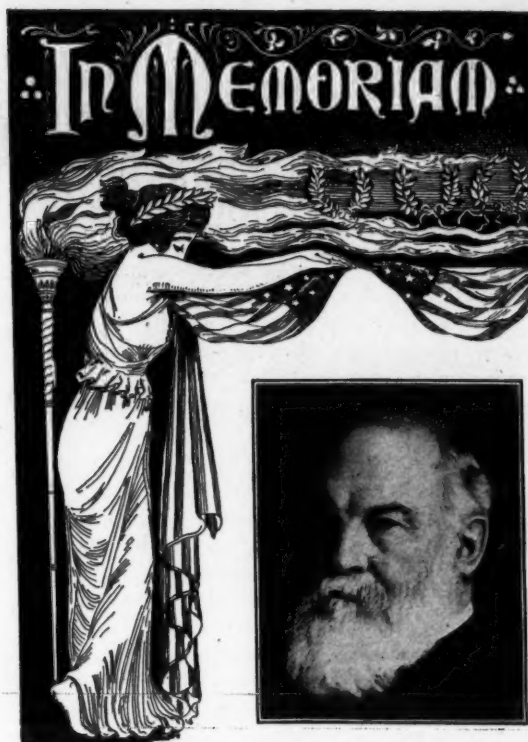
He began life as a schoolmaster in Walworth county, Wisconsin, became a county superintendent of schools, and later engaged in book agency work. His first experience in this direction was with Ivison, Blakeman & Taylor. Later, when this firm was merged into the American Book Company, he remained with the latter company for many years, and until he was engaged by the Merriams.

The Major had many qualities of head and heart that endeared him to those who knew him, and few men perhaps ever succeeded to be so widely and well known in any state as he. In Wisconsin it had become a saying that Major Cheney knows everybody and everybody knows him.

His qualities of sociability and good fellowship served him well in his calling. Frequently school boards and other school officials favored the Major's books because they were the Major's. They loved and respected the man and felt that whatever came from him was acceptable. Many amusing and interesting stories are told in Wisconsin regarding the Major's geniality, as well as his popularity.

His wonderful energy and physical strength did not permit him to retire from active service. It was believed that he would continue in the field for many more years, notwithstanding his advanced age.

He served in the war of the rebellion and attained the rank of major. He was a member of the Loyal Legion at Milwaukee and rarely



MAJOR A. J. CHENEY
Who died February 27, at Oak Park, Ill.

missed one of its gatherings. He was also a member of the Old Settlers' Club of Walworth county, where he was known by every man, woman and child. It was a treat to see the Major at one of the club's reunions, which usually took place in the fall of the year, during the county fair, when the farmers came in from all sections. His heartiness of manner, large physique and enormous activity made him a central figure in every group.

The death of Major Cheney removes one of the last of a type of bookmen whose activities are linked with the earlier development of the Northwest. They were a class of men who had themselves taught school in their earlier days and who were most helpful in their capacity of bookmen to stimulate educational effort. Their field was more largely in the rural districts, and they concerned themselves less with the pedagogy of their text books than they did with the practical phases of schoolroom labors.

The departure of the veteran bookman will be regretted by thousands upon thousands of men and women in the Northwest who had come into contact with him.

Major Cheney resided for many years at Oak Park, Ill., where he maintained a comfortable home in a typical New England manner. He leaves a wife and an adopted son, never having been blessed with children of his own.



Snap shot of Major A. J. Cheney, taken several years ago.

New Rules and Regulations

Providence, R. I. The school committee has amended its rules relating to storm signals by providing that on severely stormy days the school sessions in the kindergartens and in grades one to five inclusive be suspended. The school department is required to give a suitable signal.

Teachers in the public schools in the City of New York have been ordered by a resolution recently adopted by the board of education to label all pictures hung in classrooms with the name of the artist and the title of the picture. In cases where the artist is unknown the picture must be removed. The ruling has aroused much adverse criticism owing to the fact that most of the pictures have been placed in the rooms at private expense and are still private property.

Jersey City, N. J. On extremely stormy days the city superintendent of schools or the president of the board of education may direct principals to close the schools at noon.

Jersey City, N. J. The board of education placed in operation this rule: "Every principal shall conduct fire drills at least twice a month during the regular school sessions, with all pupils participating."

An entirely new system of deductions in teachers' salaries for absence from school was inaugurated by the Jersey City board of education. The amended rule reads as follows:

That teachers absent from school by reason of quarantine by the board of health, or in compliance with the requirements of a court, shall not suffer any deduction in pay. In case of the death of a parent, brother, sister, husband, wife or child of a teacher, there shall be no loss of pay from the day of death to the date of the funeral, provided the absence does not exceed four days.

Teachers absent from school because of personal illness shall forfeit one dollar a day for each of the first ten days in any one school year, and if the absence exceeds ten days in any school year the forfeiture shall be half-pay from the eleventh day to the one hundredth day, inclusive, provided that in no case shall the forfeiture exceed \$2 a day.

Any teacher with less than ten years' experience shall forfeit per diem pay for each day's absence after one hundred days of absence, occurring in the same school year, and any teacher with more than ten years' experience shall forfeit only half-pay for the absence in excess of one hundred days, provided a leave of absence is granted by the board, but no leave is to extend beyond the school year.

A teacher absent for any other cause than personal illness, death in the immediate family, quarantine or order of a court, shall forfeit per diem pay, to be ascertained by dividing the annual salary by 200 (the greatest number of school days in any year). A teacher tardy five times in one term shall forfeit a half-day's pay.

All appeals for relief from any forfeiture must be made to the finance committee of the board, which shall investigate and report to the board, with a recommendation, and the board may relieve the applicant, in its discretion.

Hamilton, O. The board of education has denied the superintendent of schools the right to grant pupils who carry papers permission to leave their respective classrooms before the regular hour of dismissal.

Savannah, Ga. Rules for the government of pupils in manual training classes have been adopted by the board of education. These provide that no pupil shall be allowed to drop from a class until he has submitted to the superintendent a statement in writing from his parent, countersigned by the principal of the school attended, in which worthy causes for such a request are produced. Any pupil absent twice from the class in four consecutive weeks, except for providential reasons, shall forfeit his seat in the manual training classes. All excuses for absence or tardiness shall within five days be forwarded to the director of manual training by the principal of the school which the pupil attends.

It will be observed that absence from school forfeits the pupil's place in the manual training classes and not in the school system. Manual training is elective and pupils in these classes are subject to all rules and regulations of the board. The above are the only exceptions allowed.

PROVIDING FOR SCHOOLHOUSES SYSTEMATICALLY.

One of the first difficulties which presents itself to the school board member on assuming the duties of a newly acquired office is when, how and where school buildings should be erected, and what provisions must be made for the future. The "when" is oftentimes answered in a mere haphazard, "as soon as the demand arises," and overcrowding of schools results. The "how" is another problem which must and is fought out by the committee on grounds and buildings, the superintendent of schools and the architect of the board of education, with varied results. The question still remaining is "where shall buildings be erected?"

In the phenomenal growth and prosperity which this country has experienced during the last twenty-five years, cities have spread more rapidly and have extended their limits to confines which had scarcely been dreamed. Schools have followed in this growth, but as experience has shown, the barrack, the half-day session, or worst of all, exclusion, have been coincident. It has, therefore, been one of the chief duties of the conscientious, far-seeing and truly administrative board of education to provide by timely purchases and leases for such strips of land which future necessity would demand for school purposes. Thus, the "where" of the proposition has arisen.

At first blush one is apt to say, "Build your schoolhouses wherever the population will grow to." That is true. But where will the population grow to?

Finding School Centers.

Districts upon districts have been made or unmade in a year. In one a factory arises and the population recedes. In another a railroad cuts through and exclusion results. And thus, with many elements working one against the other, the board of education, the representative brains of the community, must make proper provision.

All contingencies cannot be met. Many are purely accidental, resulting from a single purchase or a chance concession. The far-seeing school board, however, which observes in the process of natural adjustment how wholesale districts crystallize, how retail dealers attempt

to establish a center, how industries appreciate the competing neighbor, will attempt to apply this knowledge to the population. Whither is it going and what contingencies may arise?

In attempting to trace the direction of a city's growth the school census by districts is generally referred to. The sum total of stipulated school centers is compared and conclusions extracted. This, then, is the larger problem, which with certain accuracy in guessing often is successfully solved.

But, after all, this is a most haphazard way of dealing with a problem which involves the spending of thousands of dollars, year after year. Ought not the internal growth be considered more carefully and with accurate tabulation and conclusion, base action on facts rather than on guesses?

Advance Estimates.

How can this be accomplished? At the time when the annual school census is taken count ought to be kept of children of school age living in every block or square of the city. This would establish for all consultation a definite reference sheet. Each school district might then be platted out on a small ready-reference plan as adopted by the tax and real estate departments of cities. After this the number of children of each block or square should be written in the square or block corresponding on the sheet. When the work has been completed these might be handed to the superintendent and by that gentleman placed among the records and documents of the board of education.

Now, let us say the committee on buildings and grounds feels a necessity for new buildings. "Where shall these be erected?" is almost the first question asked. The charts are referred to, the direction of population noted and the general tendencies observed. Thus, the board of education can not only arrive at definite conclusions without error, but unrestricted and fearless confidence in action can be effected.

The American people, however, are as yet not characterized by thoroughness in many of their labors. In the great process of construction wild and unrestrained speculation makes detail a burden. All are leaders. Too few serve the leaders to reach definite scientific results. Only the large corporation notices the minutest detail or expenditure, curbs or corrects it; is called oppressive and penurious, but pays dividends which put the administration of city governments to shame. When the day shall arrive that an equilibrium of growth has been established, when wildcat scheming and frenzied finance shall have given way to thoughtful and organized progress, when the system of records shall follow in on almost every labor performed, on that day school boards will be able to judge scientifically where a schoolhouse shall be placed. Then the overcrowded and the empty school shall have passed into oblivion and all things shall be branded with that great word "System."

Until such a time, however, the plan presented may act as a bridge between guess work and facts. It may not prove eminently successful or even conclusive in all instances, yet, adapted to local conditions it may result in an original method applicable for all cases and all future time.

The Chicago board of education has notified its architect that plans for all new elementary school buildings shall in future provide class rooms accommodating no larger number of pupils than forty. The standard class room size shall be 21 ft. 6 in. wide by 32 ft. long.

The present standard size of class rooms in new buildings is 26½ ft. by 33 ft., designed for forty-eight or fifty-four desks, seating at times sixty pupils.



School Address

By John...
423 pages.
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School Administration.

By John T. Prince, Ph. D. Cloth, 12mo., 423 pages. \$1.25 net. C. W. Bardeen, publisher, Syracuse, N. Y.

This book is, without question, the most complete and scientific work on school administration written in the United States up to the present time. The author treats of the nature of school organization, in the first chapter, and finds in the people the source of all power in school work. He next discusses the legal provisions necessary for the organization of a system of schools and then proceeds to an analysis of the different agencies for administering the schools. Chapters on the superintendent as an organizer and supervisor, on the principal and the teachers as organizers, on schools for defectives and delinquents, on reports and records follow. In the whole, emphasis is laid on the fact that the administration of the school system is a function of the state and that school boards act as officers of the state. The author would make the power for governing the schools more concentrated and less dependent on local governmental factors. In the appendix a historical study of school supervision, an outline for a course of study, chapters on school hygiene, consolidation of rural schools, etc., are given.

The author has condensed in this book all of his thirty years of fruitful work as an inspector of schools in the state of Massachusetts. The work will, no doubt, readily win a place for itself as a text book in our schools of education. It should be in the library of every superintendent, and every earnest, zealous school board member should read it. We congratulate Mr. Bardeen in securing so valuable an addition to his list of school publications.

Good Health for Boys and Girls.

By Bertha Millard Brown, S. B., Instructor in Biology at the State Normal School, Hyanis, Massachusetts. D. C. Heath & Company, publishers, Boston, U. S. A. 164 pages, illustrated. Price, 45 cents.

Within the few years that the study of hygiene has been recognized as worthy of embodiment in the school curriculum a peculiar lack of interest in the subject has been noted. The study of self seems interesting enough and yet it does not awaken in the pupil the full measure due it. In like manner, teachers have found it difficult to impress strongly on the minds of youths what conduct will produce good health and what will result in effects which are bad.

Hygiene is a very difficult subject to teach. If lecturing is to be avoided it must be confined either to timely little talks on various topics or must await such occasions when the care of the body is called into play. In either case the results with the different teachers will be questionable and a more staple method must be contrived.

The author of this book has attempted to solve the difficulty by formulating in a most interesting manner the best thought on the subject. By numerous illustrations and fluent argumentation the points are clearly made. Interest is stimulated in the manner of presentation, attracting the pupil on all sides by practical considerations. The impressions which are to remain with the child find vitality and

strength in directness, force and clearness by numerous summaries and questions designed to bring out the salient considerations. The book will serve a great purpose.

Additional Primer.

The Rational Method in Reading, by Mary A. Ward, assisted by Madalene D. Barnum. 126 pages. Illustrated. 36 cents. Silver, Burdett & Company, New York, Boston, Chicago.

The phonetic system of teaching reading was looked on askance by the cynic when first discussed. Several years have elapsed since its first adoption and today it stands approved as a success, obviating the difficulties of word formation, at the same time placing the child in command of a much larger vocabulary than could be acquired by any other method.

The "Additional Primer" is intended to supply additional reading material to the regular primer of the series. Thus it follows the idea and aim of the basal books of the Rational Method Series. It is divided into two sections: Part I, consisting of twenty-two little stories, taken from a list of about one hundred very simple sight words. While enjoying the stories of Part I, the little reader is drilled in the "phonograms"; a list of letters and syllables which he quickly learns to blend into words. In Part II, these phonetic combinations are employed, together with sight words learned in the first part, so that the child soon holds the key to all English reading.

Mary A. Ward, assisted by Madalene D. Barnum, has written a very good book. Its success, however, will be shared equally by the authors and publishers. Silver, Burdett & Company deserve great credit for the technical makeup of the book, which is indeed excellent.

Earth and Sky.

Number II, revised edition. A second and third grade nature reader and text book. By J. H. Stickney, author of Stickney's readers, "Earth and Sky, Number I," "Pets and Companions," "Bird World." 12mo., cloth, 128 pages, illustrated. List price, 30 cents; mailing price, 35 cents. Ginn & Co., Boston, New York, Chicago, London.

This little book is the second of a series of three books which aim to bring before the minds of children their relation to the world about them in such a way as to appeal to their imagination and lead to reflection.

In book one the entire world as it lies before the child is suggested. Book two follows naturally with a consideration of the elements of nature as they affect the needs, pleasures and uses of man. Book three treats of plants and animals as inhabitants of the world.

The present revised edition was prepared to fill a demand and to incorporate additional material and illustrations recommended by practical educators.

Henry Wadsworth Longfellow.

Memoir and Autobiographical Poems. By Charles Eliot Norton. 121 pages. Cloth. Houghton, Mifflin & Company, Boston, New York, Chicago.

The praise accorded the victor of the sword and that accorded the victor of the pen stand in striking contrast. Holidays are proclaimed in memory of some event in the life of the warrior; statues are reared in his honor; and countless biographies, perpetuating his name and deeds, weigh down library shelves. The literary genius sings his song in verse, novel, essay, critique, history or text book, but oftentimes is completely relegated to the dusty archives of some antiquated book emporium. Why is not his name perpetuated among the real heroes of the country? Is not the labor of the man who raises or preserves the standard of in-

telligence more worthy of note than the man who is delegated by the intelligence of the nation to avenge a real or imagined injustice?

The commemoration of the one hundredth anniversary of the birthday of Henry Wadsworth Longfellow by the Cambridge Historical Society, February 27, denotes progress in the right direction. The little volume entitled "Longfellow, Memoir and Autobiographical Poems," is in perfect sympathy with the same movement, in fact is a step in advance of its final execution. The value of the book is enhanced by a biography written by Charles Eliot Norton, a personal friend of Mr. Longfellow.

Mr. Norton's work is excellent. His notes and comments, which give life to the autobiography, are clear and crisp and offer explanations on certain passages with which the oldest students of the poet are as yet unfamiliar. The book is a forerunner of greater honor, dignity and finally a higher sense of appreciation of the real worth of the literary man to the nation.

Teja von Herman Sudermann.

Edited with introduction and vocabulary. By R. Clyde Ford, Ph. D., professor in the Michigan State Normal School, Ypsilanti, Mich. 69 pages. D. C. Heath & Company, Boston, Mass.

This short drama by Sudermann deserves study in our high schools not only because it represents the best work of the best present day German dramatist but also on account of its interesting and human character. The language is simple and the style vigorous. The introduction and notes have been prepared to meet the want of second and third year students of German. The vocabulary is complete.

Brown & Bailey's Jingle Primer.

By Clara L. Brown and Carolyn S. Bailey. Cloth, 12mo., 128 pages, with illustrations. Price, 30 cents. American Book Company, New York, Cincinnati, Chicago.

The Jingle Primer is a compilation of Mother Goose rhymes and folk stories with exercises and a vocabulary. These, told in that never-to-be-forgotten child language, create and stimulate interest in every boy and girl. Most children before attending school acquire a certain amount of nursery jingle. The rhythmical nature of the child lends itself to cultivation which the teacher and text book uses as a means for better study. The Jingle Primer is a summary of this kind of poetry and acts as a supplement for extended and more appreciative reading. It is a commendable book which may serve a great purpose.

Selections for Memorizing.

Arranged by Avery Warner Skinner, superintendent of schools, Oneida, N. Y. 115 pages. Silver, Burdett & Co., New York, Boston, Chicago.

Beginning with the most rhythmical of nursery jingle and increasing both in depth of thought and in difficulty of arrangement through a series of popular classic poems to selections from the immortal Shakespeare, this little book comprehends very adequately what the average graduate of the elementary school should have learned in English literature. Jean Ingelow's Series of Seven, with nature poems compose the first part. Scenes from the Merchant of Venice and the Lay of the Last Minstrel close the collection. Selections for Memorizing is required for elementary schools by the education department of New York State. This argues well for the manner of treatment and for that thoughtful selection which in this later day can and must utilize the experience of the past in shaping the ideals of the present.

(Book Reviews continued on Subsequent Page)



Appoint New Manager.

Messrs. Houghton, Mifflin & Co. take pleasure in announcing that Mr. Roland Hebden, their representative in Pennsylvania, Maryland, Delaware, and the District of Columbia, has been placed in charge of the educational department at their New York office, 85 Fifth avenue, corner of Sixteenth street.

After April 1, 1907, all orders from school boards and schools in the above states will be filled by the New York office. The publishers have made this arrangement on account of the steady growth of their school book business in this territory and because of their desire to save their patrons both time and expense in transportation.

What to Talk About.

Mr. H. P. Patey, who represents Ginn & Company in Massachusetts and Rhode Island, tells a story of a benevolent old gentleman who one day visited a school in his territory. The class had recited and sung for the entertainment of the stranger and although the bell for dismissal had rung the teacher asked the visitor if he would not address a few remarks to her charges. As was quite natural, the boys were anxious to get out and play ball, or go fishing, or do something else which appealed to them more strongly than a speech.

The old gentleman arose, cleared his throat, and then said, with a benevolent smile, "Well, boys, what shall I talk about?"

One little fellow, who seemed unusually restless, jumped up and said: "Please, mister, talk about a minute."

BOOKMEN.

Mr. George B. Chandler, who was for twelve years with Ginn & Co. in the middle West, now represents the American Book Company. His territory comprises western Massachusetts and the state of Connecticut.

Mr. B. West Tabbs represents Ginn & Co. in Virginia. He makes his headquarters at Newport News.

R. D. Williamson has resigned his position with Rand, McNally & Co. to become the Ohio agent of D. Appleton & Co. He will continue his residence at Granville.

Mr. E. F. Adams has been representative for Ginn & Co. in eastern Iowa since last May. He succeeded O. J. Laylander when the latter was promoted to Chicago. Mr. Adams was the Iowa agent for Rand, McNally & Co. previous to his present connection.

Mr. R. L. Neal represents Ginn & Co. in western New York. He makes his headquarters at 524 Norwood avenue, Buffalo.

Mr. Dudley R. Cowles, who acted as New York agent for Silver, Burdett & Co., is now head of the advertising department of D. C. Heath & Co., Boston. Miss A. E. Winship, who was assistant editor for Silver, Burdett & Co., is also with Heath & Co.

Mr. H. W. Hyde, formerly New York office manager and assistant treasurer for Silver, Burdett & Co., is now connected with John B. Clafflin & Co., possibly the largest merchants' association in America.

Mr. Charles F. Scott is the California representative for D. C. Heath & Co. He works with Gaylord H. Chilcote, who is the Pacific coast manager of the firm. Mr. Scott takes an occasional trip into Nevada and Arizona.

Mr. J. Lee Carey represents Ginn & Co. in the state of Maryland. He resides at Baltimore.

Mr. C. E. Corcoran, who represented Ginn & Co., has accepted a position as manual training instructor at Toledo, O.

Mr. J. W. Swartz acts for Ginn & Co. in northeastern Ohio with headquarters in Cleveland. He is associated with Mr. W. H. Van Fossan of Oberlin, O.

C. H. Rhodes, late principal of the high school at Winfield, Kans., has joined forces with Allyn & Bacon, Chicago.

Mr. L. R. Traver, who represents Silver, Burdett & Co., predicts a busy season for the bookmen of the Pacific coast states. Mr. Traver makes his headquarters at Portland, Ore.

Mr. Ottley has entered the employ of Allyn & Bacon in the western New York field.

Mr. M. D. Brown, who has been representing the educational department of Rand, McNally & Company in northern New England since 1902, died at his home in Dorchester, Mass., February 7. Mr. Brown was born at Seett, N. Y., in 1868, graduated from Dartmouth, class of '97, taught school for three years and acted as traveling representative for Messrs. Ginn & Company from 1900 until he accepted employment with Rand, McNally & Company. Mr. Brown is survived by a wife and little daughter two years of age.

But few bookmen find an opportunity to take an interest in politics. Mr. M. E. Banks of Silver, Burdett & Company is one of these few. He is again a member of the General Assembly of Connecticut for the session of 1907.

No bookman has a larger territory to cover than Mr. W. C. Fidler of W. H. Wheeler & Company. As he puts it: He has the whole "U. S. A.—sorry to say."

Mr. James Greene, formerly with the University Publishing Company in the New Jersey field is now representing the American Book Company.

Mr. E. W. Harvey is New Jersey agent for D. C. Heath & Company. He makes his headquarters in New York City.

The school book interests of Lothrop, Lee & Shepard Company are taken care of by the traveling agents accredited to the regular book trade of the firm.

Mr. John Emberland has the northern section of Minnesota as his territory, pushing the Rand, McNally & Company books.

The Pacific coast agents of the Milton Bradley Company are Mr. L. Van Nostrand and A. W. Henderson, both of San Francisco. Mr. H. O. Palen is manager.

Mr. F. W. Chatfield represents the B. F. Johnson Publishing Company in Texas. He makes his headquarters at Dallas.

The Woodward & Tiernan Company, St. Louis, no longer employs traveling agents to look after their school book business. Mr. Charles R. Frederickson, who formerly represented the firm, has been transferred to another department.

Mr. L. E. Mumford, who was formerly principal of the high school at Beatrice, Neb., assists Mr. Irving S. Cutter, Nebraska representative of Ginn & Company. Mr. W. S. Heitzman looks after the Ginn high school publications in the same territory and travels in Kansas and Missouri.

Mr. F. J. Sagendorph, formerly principal at St. Albans, Vermont, now does agency work for Ginn & Company in eastern New York state. Mr. W. W. Drew represents the firm in the same field. He was superintendent of schools at Fairfield, Maine, before entering the employ of the Ginn.



MR. ROLAND HEBDEN.
Newly Appointed New York Manager of
Houghton, Mifflin & Co.

Mr. J. M. Eppstein, who is well known in the educational book field, is one of the directors of the new North American Insurance Company, recently formed in New York. Mr. Eppstein resigned as agent for the American Book Company to become an agency director for the New York Life. As such he was one of the "stars" and succeeded in securing a far greater amount of new business than was to be expected under the adverse conditions existing. Mr. Eppstein is a member of the school board at East Orange, N. J.

Mr. A. M. Dodderer of Delaware, Ohio, has resigned his position with the American Book Company, to take effect next March.

Mr. M. H. Cash is a new agent for the American Book Company in southern Ohio, with headquarters at Ravenna.

Mr. Stuart Eagleson has been transferred to Chicago from Cleveland, Ohio. His successor in the Ohio field is J. W. Swartz, formerly superintendent at Greenville, Ohio, and more recently at Parkersburg, W. Va.

Syracuse, N. Y. Applications of married women will in the future not be considered by the board of education for the positions of teacher.

A FRIEND'S TIP.

70-Year-Old Man Not too Old to Accept a Food Pointer.

"For the last 20 years," writes a Maine man, "I've been troubled with Dyspepsia and liver complaint, and have tried about every known remedy without much in the way of results until I took up the food question.

"A friend recommended Grape-Nuts food, after I had taken all sorts of medicines with only occasional, temporary relief.

"This was about nine months ago, and I began the Grape-Nuts for breakfast with cream and a little sugar. Since then I have had the food for at least one meal a day, usually for breakfast.

"Words fail to express the benefit I received from the use of Grape-Nuts. My stomach is almost entirely free from pain and my liver complaint is about cured, I have gained flesh, sleep well, can eat nearly any kind of food except greasy, starchy things, and am strong and healthy at the age of 70 years.

"If I can be the means of helping any poor mortal who has been troubled with dyspepsia as I have been, I am willing to answer any letter enclosing stamp." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in pkgs. "There's a Reason."

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TECHNICAL COURSES IN HIGH SCHOOLS.

(Continued from Page 3)

power, coming from making a mere model joint as there is from making a joint that means a useful box for mother or sister or the home.

There may be more dexterity acquired if the pupil is forced to keep at a joint model until he makes a cabinet maker's specimen; but one of our great mistakes in industrial work is the over-emphasis of perfection and the expectation that the immature child will produce a specimen of equal finish to that made by a mechanic with years of experience. The educational value ceases long before perfection of product is obtained. Even in mathematics and regular school subjects we can carry the idea of thoroughness (I do not mean exactness) to the point of stupidity and arrested development. But the fact is universal that a child will make a better joint in some useful article than he will in the mere model at the first trial. In either case the result will depend very largely upon the exactness of his drawings.

Aim and Effect of Technical Courses.

Both these types of technical courses aim to reveal to pupils their powers and aptitudes and guide them in settling upon a life work. Both aim to make pupils familiar with the simpler laws and principles governing mechanic arts. Both aim to develop accurate workmanship and teach proper use of tools and machinery. Both aim to give a practical working knowledge of metals and materials in different conditions. Both aim to give self-confidence and a consciousness of ability to do things.

But the one teaches drawing for the one purpose of teaching the general principles of drawing; forging simply for teaching how to work iron—to anneal, draw out, bend, etc.; machine shop practice simply for learning the manipulation of machines and materials; manual dexterity is given great emphasis. Application, wherein comes the scientific, technical and reality elements, is slighted.

The other does nothing that does not connect with what follows and finally leads to some useful product. Design, drawing and construction are seen by the pupil not as separate subjects, but as means making toward a common end. From the birth of the idea to its expression in metal, the drawing keeps pace and forms the means for the intelligent development of the process.

Drawing alone is useless; it is its application and relations that make it vital and practical. In forging, mere exercises are dispensed with, and the child may make a drawer-pull or door handle involving not only drawing out but bending, upsetting, splitting and twisting. He will forge tools—punches, chisels, etc., for his own use later in the machine shop.

The pupil may get more dexterity from mere exercises (I am not sure as to that), but there will be less thought in the work and little training in initiative. He may be made more of a tradesman, but he will be narrow. He will not be made to feel the need for a wider education in science, mathematics, etc.—the need for a broader outlook to make his technical work of most service. It is application alone that gives this important state of mind.

What Industrial Education Is Not.

Industrial education is not the mere encouragement of specialization. Industrial education does not consist in substituting hands for brains; or cultivating the hands at the expense of the brains; it consists in putting brains into hand work, or to put it differently, it consists in training that part of the brain which is developed only through muscular activity. Technical courses must not be confined to hand work. At least one-half, better two-thirds, of the work should involve applied mathematics,

applied science, applied economics, commercial geography, English, etc. Technical courses, if of the right sort, will improve our other courses by making the mathematics, science, etc., take on a more serviceable and vital form. We will come to deal more with actual life problems in the school. The teaching of technical work, mathematics, science, drawing and English today has a too pronounced formal discipline cast.

In the type of course which I am advocating the value of each thing made lies in the fact that it has a definite purpose in the later work and life of the pupil. The child puts into his product the value that comes from the human element when he is working with interest upon some real thing.

Individuality in Practice.

In most cases in Altoona the pupil chooses at least the chief objects that he is to make, subject to the approval of the instructor. We believe that individuality of interest and ability is a vital consideration in all industrial work. The pupil sees his own work as differing from the work of his fellows, and he is made to feel a pride in his own creative power—a point worth considering seriously. Here in America the expression of individuality stands in strong contrast to the subjection of individuality in the Orient. Here the things thought of are free thought, free speech, free action, free press, representative government; there the things thought of are absolute rulers, priests, caste, codes of etiquette, etc. Our schools and courses as the reflection of our national ideals and life demand fullness of individual growth. The individuality of the West stands for activity and growth and change to meet new conditions, while the East stands for passivity and conservatism.

To lead to the best results industrial work should begin in the kindergarten and extend through all of the grades to the completion of school life. Mechanical drawing and knife work can well begin in the third and fourth grades in the regular schoolrooms. Shop work should begin in the fifth or sixth year and continue throughout the course.

We cannot raise a cedar forest in a greenhouse; we can only play at it. To provide for successful shop instruction and work in the high school we must have a real shop, real machines, make real things. I do not believe in piece work as an educational practice. "Present industrial organization and specialization requires the endless, monotonous, machine-like repetition of manipulations, with its mind-numbing and fossilizing influence, producing a human automaton. And this condition would be aggravated by the turning of the high school into a trade school, when, on the contrary, the high school ought to furnish such an intellectual basis that it will help its possessor to overcome the evil effects of narrowing trade activity.

All Pupils for All Courses.

Many shop foremen will say if you expect to prepare young men for the foundry they must give their full manual training time to the foundry. They ridicule the idea of passing pupils through the several shops in the course of four years' time with only ten recitation (seven one-half hour) hours a week. Nevertheless, I am satisfied that is the thing to do, and it will produce and is producing broader men than the average foreman of today.

The Pennsylvania Railroad Company pass their special apprentices through the different departments, shifting as the officials may direct. Thus they are training more allround men and producing skilled workmen. During the past year in the Altoona shops the plan of shifting the foreman from one department to another has been instituted.

The mitigation of the incapacitating effect produced by monotonous repetition is being regarded more and more as an important industrial question. This problem has a twofold aspect. The one affects the life and social character of the worker, and is therefore of vital interest to society; the other concerns the efficiency of the worker, and has an economic bearing upon the work of the shop or institution. The average foreman has no interest in the work of any other department, and to some extent has become indifferent to the general product of the shop. This question has an important bearing upon the nature of our technical courses. When great industrial plants deem it to their interest to broaden the men in their employ, even by shifting their experienced foremen, the last frail prop has been knocked from the theory that we should keep pupils working at one narrow line in order to make them more expert. Richness of thought and an enlargement of interest is paramount to mechanical dexterity.

No one will pretend that a boy in four years in a high school shop will learn enough to enable him to start out at once as master mechanic or even foreman, but he will be a pretty good specimen of an apprentice, and the Pennsylvania Railroad Company recognizes that in Altoona by starting him on a higher wage scale and advancing him a year or more in shop work. He has, of course, but taken general measurements, plotted out the subject and driven the general boundary stakes, but he is in a position and condition to get down to details when he connects with a job. Manual dexterity is of minor importance to industrial intelligence; and we must not lose sight of the fact that a high order of thinking is a vital resultant of any successful technical course.

A Trade vs. Applied Science.

The technical course should not aim to teach a trade, although the plant and equipment can

(Concluded on Page 25.)

NO MISTAKE HERE.

Discovery of a Proof-Reader.

Even a proof-reader may make mistakes unless careful reading is maintained all the time.

It makes a lot of difference sometimes, just how a thing is read.

This is the tale:

"No tea and not one drop of coffee," ordered the doctor—and I rebelled. But alas, with nerves that saw, felt and heard things that were not, rebellion was useless.

"With the greatest reluctance I gave up these lifelong companions and drank milk, milk—until the very step of the milkman grew hateful.

"My nerves were some better, but breakfast without some warm beverage grew wearisome, and bid fair to be entirely slighted. And with a brain that for nine hours daily must work hard, ever demanding nourishment, the failing appetite was a serious proposition.

"Then in despair, Postum was tried. I had tasted it once and heartily disliked the pale watery compound, but now, literally starving for a hot drink, I read and re-read the directions on the package with the critical eye of the proof-reader, following them out to the letter and lo! the rich brown liquid of the advertisements.

"Not one but three cups disappeared and since then Postum has been my sole warm beverage, unfailingly refreshing and helpful; both body and nerves testifying to its helpfulness by new strength and vigor." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in pkgs. "There's a Reason."

THE MEDICAL INSPECTION OF SCHOOLS.

(Concluded from Page 7)

to their fellows is the discovery of cases of defective eyesight and hearing. Miss Keen, in the paper already referred to, tells us that Philadelphia's contribution to this branch of the inspection of school children commenced in 1878, under the direction of Dr. S. D. Risley, whose investigations were made under instructions from the Philadelphia County Medical Society. At the fourth state sanitary convention of Pennsylvania, in the year 1890, Dr. Risley presented a paper on Defective Vision in Our Public Schools, in which he gave the results of the examination of 2,422 eyes among the children in attendance. Of these 1,084 were found to be more or less defective. In a large percentage the impairment of vision was so great as to unfit the children for continuing their work without serious injury to their eyes. "Many a child," says Dr. Risley, "who gets on indifferently at school and gains a reputation for dullness or indolence is prevented from going forward by imperfect vision, a fact of which he may himself be ignorant; for how is the child to know but that the watering eyes, the blurring page, and the aching head which follow any protracted use of the eyes are the common lot of mankind? This has always been his experience; why not that of his fellows? So, without complaint he struggles on, asking no relief from conditions which to him are only a part of the disagreeable duty of his school life." What a melancholy picture is this! What an amount of needless suffering, patiently borne, it discloses, and how serious an obstacle to the child's educational progress it demonstrates! A case is recorded where a child went to school for two years without being able to learn his letters. On examination he proved to have so high a degree of astigmatism that it was impossible for him to distinguish one letter from another. Glasses made a bright boy of him.

Defective Hearing.

Not less serious, although probably less frequent, is the interference with a child's progress in consequence of defective hearing. A boy 13 years of age was found still in the primary grade of a certain school, seeming to be hopelessly dull. Careful examination developed the fact that his hearing was very defective. Facilities were afforded for overcoming this disability, and from being at the foot of his class he was soon at the head. In Boston 20.33 per cent of the school children were found to be more or less disabled from receiving instruction from this cause.

In Terre Haute, Ind., out of 491 children examined 125 were found defective in hearing, and yet only three had been so recognized by their teachers. Already in some cities, prominent among which is Chicago, public day schools for the deaf have been established. This is mentioned simply as an indication of the frequent occurrence of deafness in school children.

Propositions Established.

Enough has been said, I trust, to establish two propositions: First, that the presence of contagious disease and disabling conditions in school children is a menace to both their

own health and the health of the public, and a serious interference with education; second, that a well devised system of medical inspection of the scholars will to a great extent diminish these evils. The state is lavishing money to fit the rising generation for the duties of citizenship. At the same time it is permitting conditions to exist which in no trifling degree rob this provision of its value. A comparatively small outlay would be sufficient to inaugurate and maintain a system of preventive medicine in relation to its educational system which would save a serious leak in its resources and prove the greatest blessing to the children. In conclusion, I am quite ready to indorse the assertion of Director Lauder when he says: "There could not be a better and more active helper to the state department of health than a medical inspector of every school district in the state."

Address Delivered Before the Pennsylvania State Convention of Superintendents at Harrisburg, Pa., Feb. 6, 1907.

SCHOOL LEGISLATION.

The Wisconsin legislature has received a bill through the assembly authorizing counties or cities to maintain trade schools under control of a board of five members, who shall be appointed by the chairman of the county board and the mayor of the largest city acting together. The county superintendent or other official in charge of the public schools is to be an ex-officio member of the board. The members of the board are to hold office for a term of five years after the first appointment. Tuition shall not exceed the actual cost of instruction, exclusive of cost of buildings, fixtures, rent and instruction. The state superintendent and dean of the college of engineering of the university shall exercise general supervision.

Absolute power to control fraternal and all other societies in a school system is to be given to school boards by a bill introduced in the Minnesota legislature. Pupils of a public high, district, primary or graded school, partly or wholly supported by public funds, are prohibited to join any fraternity or society, secret or otherwise, wholly or partly formed from a membership of pupils, or to participate in the organization or formation of any such societies,

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in the public schools will be greater this year than ever before. The demand during the year just passed was so great that even with our extensive facilities we were unable to cope with it. The reasons are the remarkable popularity of GREGG SHORTHAND in the public and private schools, and the success which invariably attends its use.

If you do not know Gregg Shorthand, or if you contemplate the addition of a shorthand course to your curriculum, write to us for information regarding our liberal special offer. Write anyway for a copy of PROBLEMS TO BE SOLVED BY THE HIGH SCHOOL SHORTHAND TEACHER, by Mr. Robert A. Grant, Yeatman High School, St. Louis, Mo. It is free.

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CHICAGO

unless sanctioned by the directors of the school. The directors are to enforce the law and make rules for the government of pupils. They are given power to suspend or dismiss any pupil violating the rules of the board and to prevent them from graduating or participating in school honors of any sort.

It is also made a misdemeanor for any person not a pupil to enter the school grounds for the purpose of soliciting pupils to join any fraternity or association organized outside of the schools. The municipal and justice courts are given jurisdiction over the enforcement of this part of the law and violation is made punishable by a fine of \$2 to \$10.

A bill providing for labor camp schools and designed to teach foreigners the English language, is pending in the state legislature of Pennsylvania. An annual influx of almost 200,000 European day laborers who are exceedingly anxious to learn the English language and acquire sufficient education to better fit them for life and duty in the United States prompted the introduction of this measure.

The schools are to be established upon petition, and to be conducted in such building, either permanent or portable, as may be most convenient. The number of pupils must be not less than fifteen. Provision is made for minimizing the cost of maintenance by express permission. Two districts may thus join in the support of one school.

Atlanta, Ga. It is likely that the state legislature will pass a compulsory education law of some form during the present session. A bill compelling twelve weeks' attendance at school was killed by the senate. The senate, however, authorized an expenditure of \$50,000 to begin a system of high schools in the state.

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TEACHERS' PENSIONS.

Springfield, O. The board has notified the teachers in the city schools that a pension fund will be formed in their behalf if they so desire. Each teacher will be asked to decide whether or not she will contribute to the fund and if one-third of the entire number of instructors employed accept the fund will be started. Teachers to be eligible must pay \$2 monthly.

San Antonio, Tex. A petition from the teachers was received by the school board and will be adopted after its legality has been finally established, which asks the board to retain 2 per cent of the salaries to create a pension fund. It was also requested that teachers, who had been in service five years, be considered permanently employed. This obviates the necessity of annual re-election and makes removal dependent upon specified charges.

Canada. A superannuation scheme for teachers in Toronto schools has been drawn up by the special committee of the board charged with that duty, and will be submitted to the minister of education with a view to securing the necessary legislation. The plan proposes that the board contribute 2 per cent of the total sum assessed for the first five years after the fund is established, and 1 per cent for the next five. Thereafter the fund will, it is expected, be probably about \$100,000 and independent of the board's assistance.

Teachers 30 years of age or under will be required to pay 3 per cent of their total annual salary, those of 31 or over 3.1 per cent, the total payments to the fund by any teacher not to exceed \$1,200 in not more than thirty-five annual assessments. Retirement will be possible at the age of 55 or over. The retiring annual allowance to which they will be entitled will be according to the following scale of percentages of their average salary or the sum on which assessments have been paid:—Age 65, 37½ per cent; age 64, 35¼ per cent; age 63, 33 per cent; age 62, 30¾ per cent; age 61, 28½ per cent; age 60, 26¼ per cent; age 59, 24 per cent; age 58, 21¾ per cent; age 57, 19½ per cent; age 56, 17¼ per cent; age 55, 15 per cent.

Erie, Pa. The board is considering plans for pensioning teachers. Supt. H. C. Missimer has recommended that old teachers be given an annuity.

WHAT THEY SAY.

District High Schools.

Superintendent S. L. Heeter, St. Paul:

"The high school can make for citizenship even beyond its course of study when the school itself, as an institution, becomes a participator in the life of the community in which it is located. Here is why every large city has been forced to establish high schools in every section.

"Centralization does not work in practice. It looks well on paper. The life of the community more than we know can then flow through the district high school and the meaning of citizenship, its functions, problems and privileges, may all be brought home to young men and women.

"It is blind theory or careless indifference that advocates, or even tolerates one large central high school for any city of 200,000. A high school should be in every geographical district of a city. It is a threatening and hazardous condition that encourages daily the congregation of young people, from all sections and from all classes, into the most crowded, the noisiest and filthiest part of a city. Every district of a city should have a modern, up-to-date high school, as a vital part of its own community life, reaching the largest number of the city's young."

The Value of School Board Conventions.

In discussing the school board convention and its value State Superintendent C. P. Cary said: "They are of great value to both the school boards and the county superintendent and in that way, of course, to the country schools. They certainly get the superintendent and the board in closer touch with each other and they can work in better harmony. There is no other meeting where the whole school board and the superintendent get together as they do at these meetings, and aside from the value of the regular meetings there is a great deal to be derived from the private conversations which are held. The different clerks and the superintendent talk over the needs and requirements of the schools and thus the superintendent is enabled to secure many ideas that he would not otherwise.

"The plan in these conventions is to take

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up one idea each year and have this main topic at all the conventions. Last year the subject was school supplies and ventilation and sanitation. I can already see a great deal of benefit as a result of the meetings last year, for I can name a number of schools which have since that time put in some sort of a ventilating system. The conventions are in a way educational in their nature, for ideas are broached that the members of the school boards would never have thought of. This year we are taking up in all the conventions the matters of the relation of the teacher and the school board in the matter of salaries paid to teachers in the country."

Corporal Punishment.

W. W. Griffith, principal of the Ferguson high school, St. Louis county, Mo.:

(Concluded on Page 25.)

College Entrance Requirements for the Years 1906-1911

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Irving's Sketch Book, Part Two: Essays.....	.12½	.20
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Stories: The Gold Bug; The Purloined Letter; A Descent into the Maelstrom; The Fall of the House of Usher.....		
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Tennyson: Gareth and Lynette.....		
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A copy of one of these books will be sent for examination, with a view to introduction, to any Principal who writes us mentioning his school and position.

UNIVERSITY PUBLISHING COMPANY, 27-29 West Twenty-third Street, New York City



Newson & Co. have removed their offices to 27-29 West Twenty-third street. They will occupy quarters with the University Publishing Company.

Professor C. H. Thurber, while connected with the University of Chicago, investigated the subject of children's likes and dislikes in reading. Answers from about 3,000 Chicago children, between the ages of nine and fifteen years, produced a list of 100 books which is worthy of note. Houghton, Mifflin & Co., Boston, New York, Chicago, publish one-third of the entire number, with Fiske's History of the United States in a very prominent position at the top. This is noteworthy since it is based on actual facts, supported by research work and accurate tabulation.

Isaac Pitman & Sons announce for publication on March 25 an entirely new adaptation of Isaac Pitman's shorthand to the Spanish language. In this text the principles of phonography have been closely adhered to, modifications being made only where differences in the language to be represented rendered it absolutely necessary. The new work is written entirely in Spanish, and is complete in itself, so that the student who is acquainted with the Spanish language may readily learn Spanish shorthand without reference to any other text book. The scheme of lessons in this work follows the plan developed in "Isaac Pitman's Short Course in Shorthand," which is sufficient guarantee that the new book has been compiled on sound and practical lines. Considerable attention has been devoted to the important matter of Spanish correspondence, and there are exercises in shorthand and in ordinary type sufficient to give the student a thorough drilling in the reading and writing of business communications.

A unique and serviceable edition of Irving's *Sketch-Book* is to be published at once by D. C. Heath & Co. The editor is H. A. Davidson, who has arranged the papers of the sketch-book in such a way as to bring together those treating of allied subjects, and has provided a series of topics for study together with remarkably helpful notes setting forth essential bits of information that are not accessible in ordinary sources.

Ohio during the past year has extended its system of free text books through all the elementary grades of the schools at a cost of \$25,000.

Educators of the state of Kansas are battling with the text book publishing problem which California has so unsuccessfully attempted to solve. The conflict is the result of the introduction into the legislature of a bill calling for a printing plant and all the other requi-

sites necessary for state publication of school books. While the politician favors the idea, school people throughout the state are opposing it and attempting to arouse popular sentiment against its passage.

The Iowa State Teachers' Reading Circle Board met at Des Moines on Feb. 5. "The Mind and Its Education," a readable country school psychology written by Prof. George Betts of Cornell College, Mount Vernon, Ia., and published by D. Appleton & Co., was selected as a professional book to be read during the ensuing year. Mr. H. E. Miller represented the interests of his firm at this meeting.

For many years the city of Boston has had only one text book in history for the eighth and ninth grades, and one for the seventh grade. This year the Boston authorities decided to introduce a book which has a high reputation as a history as a parallel text book for the two upper grades, and have listed John Fiske's "History of the United States" in addition to the book which has been used so long. These two are the only authorized text books for use in the eighth and ninth grades of the city of Boston. For the fourth, fifth and sixth grades there are no text books. The work is done in supplementary reading, and it is interesting to note that Eva March Tappan's "American Hero Stories" and "Our Country's Story" are two of the most prominent books among the supplementary readers. Her "England's Story" is also listed for the grammar schools and Latin schools, in the latter as a regular text book.

The Missouri State Teachers' Association, after much discussion, resolved "that the legislature be requested to enact laws demanding county adoption of text books for a term of years for rural and village schools that will provide the pupils of the state with good text books at reasonable prices."

The constitutional convention of Oklahoma has refused to incorporate in the constitution of the new state provisions for a state printery. It had been proposed that the commonwealth issue all text books and distribute them to the school districts on the plan used in California.

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INTERNATIONAL SHORTHAND SPEED CONTEST

At the first International Contest for Speed and Accuracy in shorthand writing, Baltimore, April 14th, 1906, under the auspices of the Eastern Commercial Teachers' Association, the Supremacy of the ISAAC PITMAN SHORTHAND was again fully demonstrated in the winning of the Miner Champion Gold Medal by H. Godfrey, a writer of this system. The contest was open to the world for shorthand writers of less than ten years' experience. The accompanying diagram shows the net speed per minute attained in the different systems.

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Short Course in Shorthand

We are getting excellent results with Isaac Pitman's "Short Course in Shorthand," and we expect to save almost a term by the use of it. All of our shorthand teachers praise it highly.—Edwin A. Bolger, Teacher of Isaac Pitman's Shorthand, Commercial High School, Brooklyn, N. Y.

I am delighted with the book and believe it will revolutionize the teaching of shorthand. It appeals to me as one of the most teachable books it has ever been my pleasure to examine. I don't find a superfluous thing in it.—P. B. S. Peters, Teacher of Isaac Pitman Shorthand, Manual Training High School, Kansas City, Mo.

The most perfect shorthand text-book ever published. It should do much to increase the popularity and efficiency of this subject in the high schools.—Woodford D. Anderson, Ph.D., Washington Irving High School, New York City.

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Benn Pitman 75
Graham 138
ISAAC PITMAN 150

an *Introductory Latin Book*, by F. P. Moulton, is announced for publication in the early spring. Notable characteristics of the book are its careful gradation of exercises, ample drill in the essentials of syntax, and the effective preparation for the reading of Caesar. The publishers are D. C. Heath & Co., Boston. Ginn & Co. announce the removal of their Philadelphia office on Jan. 1, 1907, to the Perry building, Chestnut and Sixteenth streets.

C. H. Grandgent, professor of romance languages in Harvard university, is about to publish with D. C. Heath & Co., Boston, *An Introduction to Vulgar Latin*, designed for students of romance philology. The book will be similar in style to *Provençal Phonology and Morphology*, by Prof. Grandgent.

Free "The Dictionary Habit."

The publishers of Webster's International Dictionary have just issued a handsome 32-page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent, gratis, to anyone who addresses the firm, G. & C. Merriam Company, Springfield, Mass.

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The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

When it is considered how much dust is constantly being raised by shuffling feet, it becomes necessary that, in order to correct the dust evil in our schools, we must use some means whereby the dust will be prevented from circulating. It has been proved that wherever

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is used the amount of circulating dust is reduced eleven-twelfths. What a boon this must be to teachers and scholars. Irritation of eyes and physical discomfort are not the most serious consequences of dust: Dust is one of the most potent factors in the spread of diseases such as Tuberculosis, Typhoid Fever, Asiatic Cholera, Erysipelas, Diphtheria, Yellow Fever, Pneumonia, and others too numerous to mention.

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BOOK REVIEWS.

True Bird Stories.

From my notebooks. By Olive Thorne Miller. With illustrations by Louis Agassiz Fuertes. Price, 60 cents net, postpaid. Houghton, Mifflin & Co., Boston, New York.

Statements based upon accurate observation carry weight. The conclusions drawn from these may or may not be true; but the observations themselves are firsthand material; good for writers, good for readers, good for other observers.

These true stories have been taken from the author's notebooks. We are told of the moods and ways of stray American birds who have so entered in her bird room. Here they have been studied, here they have been well cared for, and when spring light and air made them uneasy they have been carried into the country or some big park and set free. The next winter another set of birds would be in the great sunny bird room. The doings of a mischievous, busy blue jay, of a black thrush who appeared to rack his brains to think of some new pranks, of a snowy white cockatoo who must be kept in her cage, as she would snip off beads as if they were enemies and chew up buttons as if she loved them; of an English sparrow who learned the warbles and quavers of a canary, and of many another feathered inmate appear on these pages. The last third of the book is given to sketches of birds living out of doors. One tells how some thrushes learned that their human neighbors were also their friends. Another describes the frolic of some barn swallows. A third tells how in a western city English sparrows and purple martins settled to divide the city horizontally—the English swallows living in a belt on a level with the houses, the martins high up above the buildings. It is difficult to select from so many interesting incidents.

Each one of the nine illustrations is exquisite. Scores of plump, clumsy baby robins might stand for the illustration opposite page 42. One summer the writer often saw a blue-jay in just the pose of the one pictured here.

This bluejay would jounce its little body down upon a bar, giving with each jounce a short, sharp squawk. The cause of all this fuss and fury was a fine tiger-striped cat of high degree, lying ten feet below basking in the sunlight.

In matter and in style the book forms a charming contribution to bird literature.

Representative Men by Ralph Waldo Emerson.

Edited with notes and an introduction by Philo Melvyn Buck, Jr. William McKinley High School, St. Louis, Mo. Cloth, 25 cents. The Macmillan Company, New York.

Any comment upon these essays would be a literary impertinence. Still, it may be allowable to say that the last clause of Bacon's famous sentence, "Some books are to be tasted, others swallowed, and some are to be chewed and digested," fits Representative Men.

The editor has followed the first edition, that of 1850. The introduction opens with an appreciative sketch of Emerson's life, followed by paragraphs upon Plato, the philosopher; Swendenborg, the mystic; Montaigne, the skeptic; Shakespeare, the poet; Napoleon, the man of the world; Goethe, the writer. The forty pages of notes do much towards explaining the allusions with which these essays fairly bristle; a good index is not wanting.

The very excellence of this editorial work raises a question. Is microscopic reading always the best way of reading a masterpiece? If one reads on and on, regardless of metaphor or allusion—and youth is the time of times for such reading—is not the mind more apt to be stirred to its depths by some strong thought than when one is laboriously working up every detail? But these essays are undoubtedly on lists of required readings, and young men and young women must be prepared for examinations.

TEXT BOOK ADOPTIONS.

Trenton, N. J. The school board has placed the following books on the approved list: Young & Jackson's arithmetics for supplementary use, D. Appleton & Co.; McClellan & Dewey's Psychology of Numbers, Smith's Teaching of Elementary Arithmetic, McMurry's Special Method in Arithmetic (for teachers' use); Bardeen's Outline Map of New Jersey.

Rockford, Ill. Morey's Greek and Roman history, American Book Company, and Milliken & Gale's physics, Ginn & Co., adopted for use in the high school.

Rutland, Vt. Redway's commercial geography adopted.

"A Text Book in English for Foreigners," by Isabelle Richmond Wallach, is being adopted in a large number of New England cities. It has already been introduced in Boston, Adams, Everett, Framingham, Lawrence, Woburn, Mass.; Hartford, New Britain, Enfield, Conn.; Pawtucket, R. I.; Concord, N. H.; Montpelier, Vt.

Smith's arithmetics, published by Ginn &

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Of no other dictionary can the following be said: that all of the 45 State Superintendents of Schools are a unit in their indorsement; that the schoolbook publishers adhere to it as their standard; that College Presidents, State Normal School Principals, County and City Superintendents and educators without number commend and praise it; that in every instance where State purchases have been made for the supply of public schools, the genuine Webster has been selected.

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The nerves need a constant supply of phosphates to keep them steady and strong. A deficiency of the phosphates causes a lowering of nervous tone, indicated by exhaustion, restlessness, headache or insomnia.

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furnishes the phosphates in a pure and abundant form. It supplies the nerve cells with health-giving life force, repairs waste, restores the strength and induces restful sleep without the use of dangerous drugs. **An Ideal Tonic in Nervous Diseases.**

If your druggist can't supply you we will send a small bottle, prepaid, on receipt of 25 cents.
Rumford Chemical Works, Providence, R. I.

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"I can't, sir," said a hesitating voice, "It's the hot water pipe, and I can't get it up."

Then the class sniggered, and the teacher became engrossed in a book.

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Tillie Jones—Her little lamb!

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Tommie—Shall I spell it according to precedent or president?—*Harper's Weekly.*

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His Mother (glancing severely at her husband)—Not on my side, darling.

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Teacher (to boy who has ripped the seam in the back of his coat)—Why, James, you have ripped the back of your coat!

James—Sew its—seems.



Which?

"How did you say he made his money?"

"In the whaling industry."

"Schoolmaster or sailor?"

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Citizen—Well, my boy, you seem in a great hurry to get to your school today.

Boy—Yes, sir. Bill Jones is going to get a licking this morning for playing truant, and I don't want to miss it.

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Johnnie—"Yes, 'um, I couldn't spell diphtheria."

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Tommy—Oh, Willie has a smart father, and I suppose he takes after him.

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Susie had tried the teacher's patience sorely, and when the latter looked up and saw the little girl chewing gum, with her feet sprawling into the aisle, she said:

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A pupil had been naughty all day, and the teacher sent him a note ordering him to stay after school. The boy wrote an answer on his slate saying: "Dere teacher: Except the ones with pleasure. Always keep mi engagements with the ladies. Will be at the tristing place at 4 p. m."

He Knew.

Teacher in music class—When one musician plays alone, we call it a solo; when two play, a duet. Now, Charlie, what do we call it when three play?

Charlie—Poker.

Mother—Well, Nellie, what did you learn in school, today?

Nellie—O Mamma, that we must sell three tickets for the school entertainment next week and bring two cents to buy the principal a present, and—and—the multiplication table by six.

Slippery.

Teacher—Will, why are you tardy this morning?

Will—Teacher, it was so slippery that every time I took one step forward I slipped back two.

Teacher—Well, if you slipped back two steps every time you took one forward, how do you account for the fact that you are here at all this morning?

Will (smiling)—I walked backwards.

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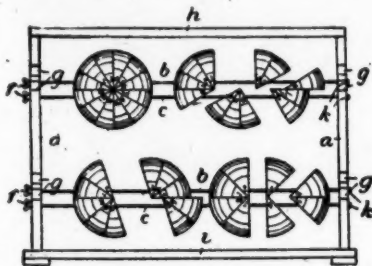
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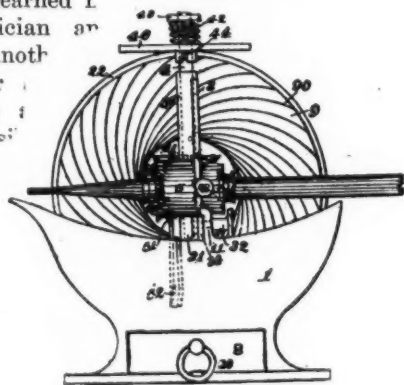


A device for teaching fractions comprising a sphere divided into halves and subdivided into a plurality of equal segments, two sets of supporting wires for the sphere, one set of said supporting wires penetrating the individual members of the upper half and the other set penetrating the individual members of the lower half of the sphere in such a manner that the two halves may be interchanged on their supporting wires, and means for securing the supporting wire in horizontal position.

by a system of a carpenter. John W. Cover, Tacoma,

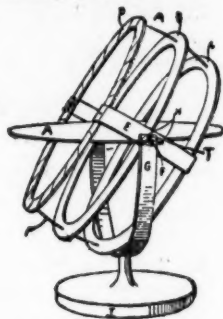
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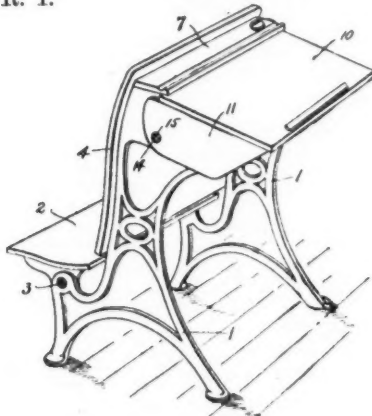
A pencil sharpener comprising a rotatable cutting or abrading disk, a pencil clamp mounted to swing upon an axis substantially radial to the axis of said disk, a spring acting upon said clamp to press the pencil point against the disk, a shaft mounted to turn coincident with said radial axis, a friction disk on said shaft engaging by its face with the periphery of the cutting disk and bevel gears connecting said shaft and the pencil clamp.

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The cut shows No. 4 1/2 C 8 half pans—Crimson, Orange, Gamboge, Green, New Blue, Violet, Warm Gray, Cold Gray; 2 quill brushes. Price 35 cents.

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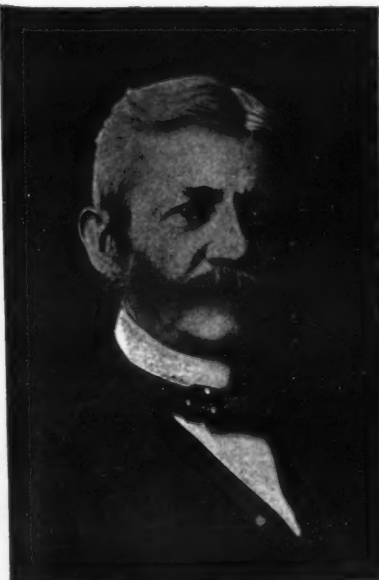
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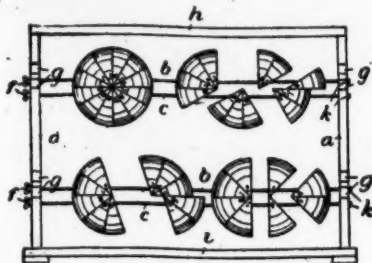
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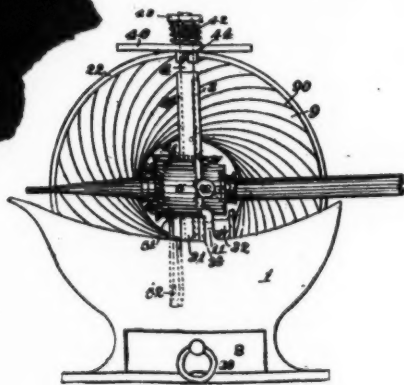
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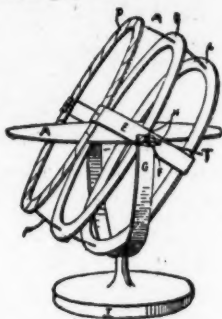
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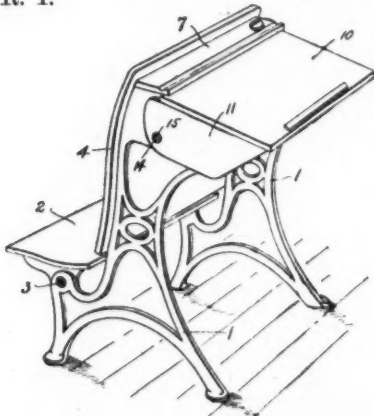
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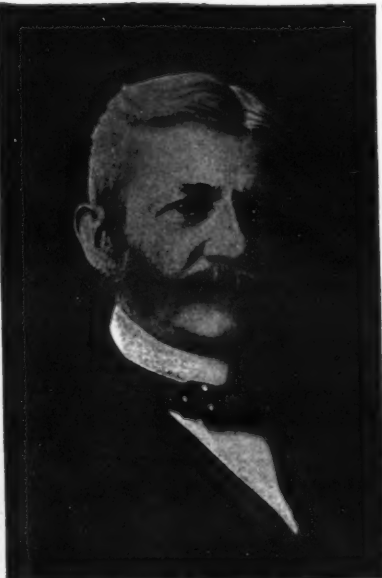
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— ARE —

"EAGLE"

If you want to try them send 16 cents in stamps for samples worth double.

Try our No. 314 DRAUGHTING
and No. 284 INSPECTOR
EVERY TEACHER PRAISES THEM.

EAGLE PENCIL CO.

377-379 Broadway

NEW YORK

Mention this publication.



Williams, Brown & Earle, of Philadelphia, have had a great success in introducing their new educational Lantern slides into schools and colleges all over the country. These slides cover almost every department of education, as history, physical geography, bridges, viaducts, and other engineering operations, botany, ornithology, entomology, etc. The bird slides show the birds and nests in their natural surroundings and the insect slides strikingly illustrate the laws of selective mimicry and color protection. The same firm has recently supplied Swarthmore College with a Reflecting Lantern to show opaque objects on the screen. The Hahnemann Hospital, of Philadelphia, has also purchased the same kind of an outfit to show clinical operations on the screen.

The amount of business done by the Schermerhorn Teachers' Agency from June 1st to December 1st, 1906, lacked only a few hundred dollars of equalling the amount of business for the twelve months preceding June 1st. Salaries for the positions filled ranged from \$400 to \$3,000 each. The successful candidates received increases from \$50 to \$700 over their former salaries.

The school board of Elizabeth, N. J., has passed resolutions requiring the union label on all printing purchased.

Chicago, Ill. The contract for 50,000 square feet of natural slate blackboard has been awarded to M. H. E. Beckley.

The Prang Educational Company's bulletin for January contains accurate reproductions of the four water color boxes manufactured by the firm. These colors have been pronounced the best wherever they have been brought into competition with other makes.

Winona Technical Institute, Indianapolis, Ind., has just been supplied with a new lantern outfit by the McIntosh Stereopticon Company.

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Manufacturers of
Portable Houses of all descriptions
Permanent Homes, Summer Residences
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Office, Room 335 Arcade Bldg., Seattle, Wash.

The Eagle Pencil Company has placed on the market a new colored pencil.

Milwaukee, Wis. The board has awarded the contract for four complete sets of Politico relief maps and fifty-six Politico relief maps of North America to the Atlas School Supply Company.

"Artistic Class Pins" is the title of a handsome catalogue just issued by Bunde & Upmeyer Co., Milwaukee. The school official who is looking for original, artistic designs for class or school pins will find an array in this book that will challenge comparison. The fac-simile reproductions are in full color and as nearly like the original as the art of the engraver and the printer can make them.

New York City. The Manhattan Supply Company, American Seating Company and the E. J. Johnson Company will supply furniture for the new public school 42, at the cost of \$5,812.87.

Plaster casts for the Free-Hand Drawing department of the Hoyne Manual Training high school, Chicago, were purchased from the C. Hennecke Co., Milwaukee, Wis.

It is reported that creditors of the J. B. Wilson Company, school supply dealers, are seeking to institute criminal proceedings against the principal member of the firm. Before the company went into bankruptcy another concern was formed by the same man. The creditors include some of the most prominent publishers and manufacturers in the educational trade field.

Since our last issue the following boards of education have been supplied with the McIntosh high grade apparatus, including Jefferson, Wis.; Crystal Falls, Mich.; Superior, Wis.; Normal, Ill.; Terre Haute, Ind.; What Cheer, Ia.; Newbern, Tenn.; La Salle, Ill.; Lansing, Mich.; Lewistown, Mont.; Dollar Bay, Mich., and many others.

New Historical Maps.

Carlyle once wrote "Never read history, much less study it, without a map before you." The value of this injunction has been recognized by text book authors for many years and few histories indeed are now in use which do not contain maps. The chief difficulty, however, has been that maps in text books are small, incomplete and hence misleading to a certain extent. Since this is so it will readily be seen that wall maps, illustrating important periods in history, are of great service and a necessity where history is taught with any degree of thoroughness.

Eugenie Wheeler Goff and Henry Slade Goff recognized this truth almost a generation ago and for the last eighteen years have devoted their attention to designing historical maps of the United States. Their series of eight maps, which is now complete, have been placed on the market by the McConnell School Supply Company, and have become recognized without

Plaster Casts

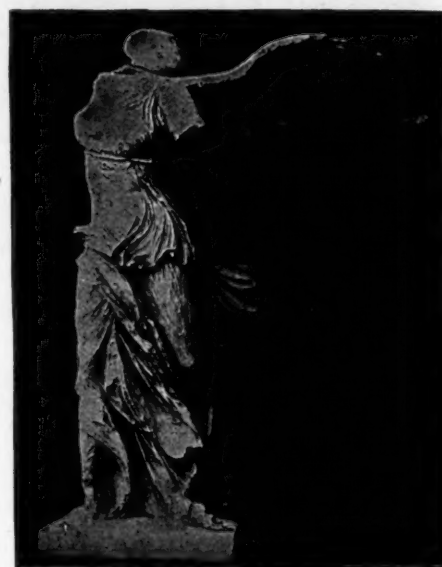
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peer in their field. The set is constituted as follows:

1. Explorations and Settlements.
2. Early Grants, Commercial World in the Fifteenth Century.
3. Territorial and State Organizations.
4. Revolutionary War, War of 1812, French and Indian War.
5. Civil War, Spanish-American War, War in the Philippines.
6. Civic Events and Evolution.
7. Administrations and Political States.
8. Evolution of the Flag of the United States.

The last named chart was issued only recently and should prove to every boy and girl an inspiration to pure patriotism and good citizenship. It illustrates in a series of attractive colored drawings the evolution of our flag from the British banner of 1707 to the complete stars and stripes of today. The accompanying text is clear and comprehensive.

The school official who is looking for a high class set of historical maps will find in the Goff maps an article which will well fill his needs. The price is so low as to come within the purchasing limit of any school board.

A card addressed to the publishers, at Philadelphia, will bring complete particulars.

Music Supervisors' Conference.

A conference of supervisors of school music has been called to meet at Keokuk, Ia., March 27 to 30. The call is signed by members of the Department of Music Education of the N. E. A. Every indication points to a large gathering and a series of valuable meetings. Full information concerning the conference may be obtained from Mr. Philip C. Hayden, chairman of the executive committee, Keokuk.

St. Paul, Minn. A complete rearrangement of the high school system of the city is planned by the board of education. Resolutions have been passed to abandon the central high school, erect an industrial secondary school in the center of the city, and provide an academic high school with manual training equipment in the west end. This will give the city three general high schools located in the three geographical divisions of the city.

Akron, O. The installation of the departmental system in the seventh and eighth grades of the schools is the most important change scheduled for the coming year. This was proposed by the superintendent of schools and will be tried in a modified form. As usual, teachers will change for every class. The English department will start out the work.

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TECHNICAL EDUCATION IN THE HIGH SCHOOL.

(Concluded from Page 17.)

well be used in the evening for helping tradesmen to a better understanding of their work. Our evening schools should pattern after the continuation schools of Germany as closely as possible. "While the need for trade education is great, it should be treated as a special pedagogic subject in connection with the operation of apprenticeship." It is not so many years ago that vocational training was provided for by a system of apprenticeship. Even the doctor learned his art from the office of another physician and the lawyer from the office of another lawyer, the shoemaker from another shoemaker, etc. Now this cannot be done and the school must assume the responsibility of bringing the high school boy into contact with various industrial methods that invite him to learn the use of hand and machine tools, and to become familiar with appliances for generating and distributing power. The up-to-date technical course will give the pupil schooling in applied science.

The school has gradually been forced to take on these cast off functions of society and the home. As a result of prosperity we have created a demand for beautiful things in the home. The world's fairs have demonstrated to nations that attention to drawing and art in the schools is necessary to hold the balance of trade in these articles.

Community Work and the Home.

There is another phase of technical work that should be noted, viz: community work. In a prominent school in one of our large cities, if, for example, bench hooks are to be made, one child will make just the cross pieces, another will saw the boards, another will put in the screws, etc. This is sticking to primitive conditions with a vengeance. The principle of community work of this sort is bad. A few years ago I had a pair of shoes made in less than thirty minutes from the time I selected the skin. Thirty-two people took part in making the shoes, not any one of whom could make

a pair alone. It is not unskilled, cheap labor of this sort that we are aiming to produce. Specialization in industrial work of the modern factory type produces unskilled labor. The man who can run but one machine, make but one little part of a bench hook or shoe is not in a position today to support a family under proper ethical environment and conditions. Further development of the industries of this country will not come from unskilled labor.

It strikes me that industrial and technical education is a question of considerable importance to the state. New Jersey has recognized this for a number of years by subsidizing industrial work to an extent equal to local taxation or donation for the purpose. If a community raises \$5,000 for the purpose the state will give an equal sum from a special state fund (\$5,000, however, is the yearly limit to any one community). This enables the state to supervise and demand that industrial work be of the right sort.

After provision has been made for the breadwinners we must not forget the bread makers and the home makers. Two years in cooking, one in dressmaking, if preceded by sewing, in the three or four higher grades of the grammar schools and one year of work in household duties will furnish a good general technical course for girls.

And after all it is not so much what a course or plant is, as what it accomplishes, that counts. Some of the very best homes in this country are unpretentious establishments. It does not matter so much whether the eye rests upon a flower garden or a cabbage patch; it is the heart that makes the home precious, and it is the only thing that can. Some of the best science work done today is found in small laboratories where most of the apparatus was made by the pupils; some of the best technical work can be found in inexpensive shops, where the work benches and even the machines are made by the pupils. Of course, in extent, in a plant largely home-made, the work is limited, but what is done has the right ring to it; it is not counterfeit.

Purchase Steel Lockers.

The board of education of Ashland, Wis., has recently installed a very fine equipment of steel lockers in their new high school. Each pupil will have an individual locker similar to the one shown in the accompanying engraving.



Actual use has demonstrated the superiority of the steel locker over the old style wooden locker. Above all, it is fireproof, and secondly will not harbor vermin or disease germs. The furnace-baked japan enamel which is used to finish the steel may be washed with a scrubbing brush or hose as often as desired. Steel lockers are, furthermore, more handsome in appearance than wooden lockers and give additional safety to

articles stored there in that they cannot be broken into. The Durand steel locker shown above is manufactured by Churchill & Spaulding, 468 Carroll avenue, Chicago. They may be secured in either single or double tier or full length, in large or small quantities as desired.

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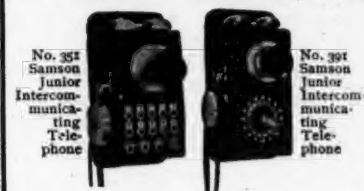
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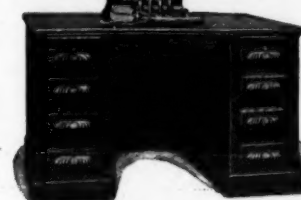


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WHAT THEY SAY.

(Concluded from Page 19.)

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ARKANSAS.

Fort Smith—Plans are being drawn for a new 12-room school. Pine Bluff—Site has been purchased for a new \$75,000 high school. De Witt—Propose to erect \$25,000 school.

CALIFORNIA.

San Jose—Arch. F. S. Allen, Pasadena, has been selected to prepare plans for a \$175,000 high school. Los Angeles—Arch. P. W. Ehlers has plans for a 2-story frame 8-room school for Graham district. National City—Arch. F. S. Allen, Pasadena, is preparing plans for a \$25,000 high school. Alturas—Arch. H. M. Patterson, Los Angeles, has plans for a stone high school; cost, \$35,000. San Jose—The following architects were selected to prepare plans for school buildings: Stone & Smith, San Francisco, Horace Mann; Wolfe & McKenzie, San Jose, Grant; W. G. Page, San Jose, Longfellow; Binder & Schumacher, San Jose, Lowell. Berkeley—Polytechnic high school will be erected.

CONNECTICUT.

Bridgeport—Arch. C. T. Beardsley, Jr., has been commissioned to prepare plans for an 8-room brick school to cost \$50,000. New London—Harbor district school will be built after plans of Arch. James Sweeney; cost, \$50,000. New Britain—Arch. Townsend, New Haven, has submitted plans for a 10-room school with kindergarten facilities. Waterbury—Arch. Leonard Asheim prepared plans for a 12-room addition to Griggs schools on Woodlawn terrace. Watertown—Archts. Griggs & Hunt will plan an 11-room school; cost, about \$50,000. Hartford—Arch. Michael O'Donahue has plans for a parochial school for the Church of Our Lady of Sorrows. Greenwich—Sold \$100,000 of bonds for new high school.

DISTRICT OF COLUMBIA.

Washington—Archts. Harding & Upman will design the new McCormick public school to be erected at 4th and M sts., S. E.; cost, \$45,000.

GEORGIA.

Milledgeville—Archts. J. W. Goulcke & Co., Atlanta, have plans for a dormitory building for the Georgia Normal and Industrial College. Atlanta—Sites have been chosen for the new Third and Fourth ward schools. Covington—Decided to issue bonds for erecting an annex to public school.

ILLINOIS.

Streator—Arch. John Adam Shank, Peoria, has prepared plans for a school for the Church of the Immaculate Conception; cost, \$16,000. Atkinson—St. Anthony's parish will erect a \$10,000 school according to plans drawn by Archts. Whitsitt & Drury, Moline. Murphysboro—2-story, 8-room school will be erected; cost, \$18,000. Chicago Heights—Arch. Wm. F. Gubbins, Chicago, has prepared plans for a \$9,000 school. Aledo—Archts. Whitsitt & Drury, Moline, are preparing plans for a college building for the William & Vashti College; \$40,000. Centralia—Archts. Joseph Stauder & Sons, St. Louis, Mo., have made plans for an addition to school for St. Mary's Congregation. Chicago—Dwight H. Perkins, architect for the board of education, has designed a 3-story addition to the Cornell school; cost, \$150,000. Brighton—Voted to issue bonds to the amount of \$5,500 for the erection of a new school. Wilmette—Arch. W. K. Johnston, Chicago, has prepared plans for an 8-room school. Chicago—Arch. H. J. Gaul has made plans for St. August-

tine's parochial school; cost, \$50,000. Oak Park—Arch. E. E. Roberts is preparing plans for an 8-room addition to Longfellow school. Harvey—2-story brick school will be built according to plans of Arch. G. W. Ashby, Chicago. North Alton—Voted to issue bonds for the erection of \$15,000 school. Collinsville—Arch. J. W. Kennedy, East St. Louis, will prepare plans for a 2-story, 2-room addition to Columbia school; \$5,000. Hegewish—Arch. John Flizikowski, Chicago, has prepared plans for a \$18,000 parochial school. Streator—Archts. Chandler & Park, Racine, Wis., have completed plans for a 3-story, \$36,000 school. Decatur—\$15,000 school will be built. Havana—Arch. H. E. Hewitt, Peoria, is preparing plans for a 2-story, 8-room school; cost, \$18,000. Exline—School will be erected. Harlem—Arch. E. E. Roberts, Oak Park, is preparing plans for an 8-room school. Decatur—Arch. B. S. Brooks has completed plans for a 3-story brick and stone girls' hall for Millikin University; \$50,000. Chicago—2-story, \$3,800 school will be built for Hyde Park Presbyterian Church.

INDIANA.

Indianapolis—Archts. C. A. Kruttsch & Co. have completed plans for a 2-story, 7-room school for the Holy Angels R. C. congregation; cost, \$8,000. Marion—Richland twp. contemplates erecting a 1-story school; \$2,500. Hillsburg—Archts. J. T. Johnson & Co., Indianapolis, have prepared plans for a 2-story and basement brick school for Johnson twp., Clinton county; \$15,000. Ross—Ross twp. contemplates erecting 1-story, 1-room brick school. Petersburg—Arch. F. J. Schlotter, Evansville, has prepared plans for a 2-story high school; cost, \$35,000. Albany—The erection of a 1-story school in De Soto twp. is contemplated. Jamestown—Arch. Geo. T. Griffith, Crawfordsville, has completed plans for a 6-room school. Lafayette—Arch. George Brown is preparing plans for a 1-story, 1-room frame school for Wabash twp. Sheridan—Marion twp. contemplates erecting two 4-room brick schools. Normal City—Contemplate erecting \$25,000 school. Evansville—Voted to issue \$150,000 of school bonds.

INDIAN TERRITORY.

Sulphur—School will be built in the Third ward. Chickasha—Plans are being prepared for a \$50,000 high school. Ryan—Site has been purchased for Holiness College.

IOWA.

Laporte City—Arch. J. G. Ralston, Waterloo, is preparing plans for a 3-story parochial school; cost, \$9,000. What Cheer—School will be erected in the First ward. Dyersville—Arch. Martin Heer, Dubuque, has prepared plans for a 2-story Catholic school; \$15,000. Dallas Center—School will be erected in district No. 9, Sugar Grove twp. Oelwein—Addition will be built to Central school. Traer—Two new schools will be erected in Highland twp. Sioux City—Plans are being drawn for an addition to the Irving school. Cedar Falls—The Catholic congregation of Eagle Center have had plans prepared for the building of a \$5,000 parochial school.

KANSAS.

Selden—Arch. M. N. Bair, Falls City, Neb., has prepared plans for a 2-story brick and artificial stone school; cost, \$5,800. Hays—Arch. V. J. Klutho, St. Louis, Mo., has plans for a school for the St. Joseph R. C. parish. Kingman—Archts. George P. Washburn & Son have been employed to furnish plans for the new high school. Norton—\$10,000 high school will be built. Emporia—Arch. J. W. Ross, Davenport, Iowa, is preparing plans for an 8-room school; \$15,000. Independence—Competitive plans have been submitted for an 8-room school.

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KENTUCKY.

Louisville—Arch. J. F. Shebley is preparing plans for a school to be erected by St. Boniface congregation; \$35,000. Paris—High school, recently destroyed by fire, will be rebuilt. Louisville—\$25,000 addition will be built for girls' high school. Bowling Green—School will be erected. Whitesville—New school will be built. Middlesboro—\$7,000 colored school will be built. Louisville—The trustees of Central University have decided to appropriate \$50,000 for the erection of a new laboratory in connection with the medical department. Owensboro—Arch. R. A. Bradley, Ft. Wayne, Ind., is preparing plans for a 2-story, 8-room school; cost, \$22,000.

LOUISIANA.

Baton Rouge—Archts. Favrot & Livandais, New Orleans, prepared plans for a 2-story chemical laboratory for the State University. New Orleans—12-room brick school will be erected in the Third ward at a cost of \$50,000. Moss Point—\$20,000 school will be built.

MARYLAND.

Baltimore—The board of commissioners of Baltimore county will erect a \$100,000 high school at Highlandtown. Address Harry P. Mann, pres., Towson, Md. \$75,000 brick and stone high school will be erected at Catonsville. Address Harry P. Mann, pres., Towson, Md.

MASSACHUSETTS.

Cambridge—Archts. Shepley, Ruttan & Coolidge, Boston, have plans for a dental college building in connection with Harvard College; \$250,000. Avon—Arch. W. V. Howard, Brockton, has completed plans for rebuilding Gifford school; \$10,000. Revere—Propose to erect new high school. Taunton—\$65,000 parochial school will be built for St. Mary's parish.

MICHIGAN.

Benton Harbor—\$25,000 addition will be built to high school. Negaunee—Voted to issue \$85,000 of bonds for erecting a high and manual training school. Utica—Arch. Geo. W. Graves has prepared plans for a high school. Bessemer—Will issue \$45,000 of bonds to build a new high school. Benton Harbor—Arch. E. L. Downs, Chicago, is preparing plans for new school. Ithaca—Plans are being prepared for a 2-story high school. Ishpeming—High school will be built. Marquette—Plans will be prepared for remodeling and enlarging the parochial school of St. Paul's congregation.

MINNESOTA.

Little Falls—School will be erected in district No. 121, town of Ripley. McKinley—School district No. 18 will erect a 1-room school. Mansfield—School will be built in Meyer district. Crookston—2-room school will be built according to plans prepared by Archt. Strassburger. Biwabik—Archts. Bray & Nystrom, Duluth, prepared plans for a 2-story and basement brick school. Akeley—Contemplate erecting an addition to present school. St. Paul—Site has been purchased for the erection of a 4-room addition to the Sibley school in the Seventh ward.

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MISSISSIPPI.

Jackson—Arch. R. H. Hunt has plans for \$50,000 worth of new buildings to be erected on the campus of the Mississippi College. Clinton—School will be built.

MISSOURI.

Kansas City—Arch. C. A. Smith has plans for a 4-story high school to be erected at Westport; \$200,000. Prosperity—Arch. A. C. Michaelis, Joplin, has made revised plans for a 2-story, \$14,000 school. St. Louis—Arch. W. B. Ittner is preparing plans for an addition to the Carr Lane school. Kirkwood—Theodore Bopp has prepared plans for a 2-story school and hall building for St. Peter's parish; \$15,000. North Alton—Voted to issue \$18,000 of bonds for the erection of a new school. Joplin—12-room addition will be built to high school according to plans prepared by Archts. Garstang & Rhea. Springfield—Plans for the State Normal school, which will be erected in Greenwood Place, have been completed. Westport—High school is in course of construction.

MONTANA.

Livingston—School will be erected for the North side.

NEW JERSEY.

Lodi—Arch. Wm. T. Towner, New York City, N. Y., has prepared plans for 10-room school. Camden—Archts. Seymour & Paul A. Davis, Philadelphia, Pa., are preparing plans for new school. Trenton—Plans have been drawn for a 3-story and basement building for the School of Industrial Arts. Peapack—Brick school will be built in Bedminster twp. Plainfield—School will be erected at Darrow avenue and Seex street. Paterson—School will be built. Gloucester—Arch. Clyde S. Adams prepared plans for a 12-division public school; cost, \$40,000. Bloomfield—Addition will be built to the Brookside school in Essex county. Newark—Steps have been taken by the Twelfth Ward German-English School Association toward the erection of a new building at Alyea and Paterson streets. Riverside—School will be erected.

NEW YORK.

Syracuse—Will issue \$65,000 of bonds to build a 16-room school on the Saline site in the First ward. Binghamton—Arch. H. Sumner Gardner prepared plans for \$55,000 school. Troy—Addition will be built to public school No. 16. Buffalo—Plans are being prepared for two new schools. Delmar—Voted to erect \$6,000 school. Mt. Vernon—Voted to issue \$13,750 of bonds for school site and \$95,000 for new school. Wyanetskill—1-story frame school will be built in district No. 4, town of North Greenbush. Glens Falls—School will be built for Union Free school district No. 1 of the town of Shroon. Freeport, L. I.—\$27,500 brick school will be built. Rochester—School will be erected in district No. 9. Herkimer—Archts. Lindley & Co., Schenectady, are preparing plans for \$27,000 school. Patchogue, L. I.—The plans of Archts. D'Oench & Yost, Manhattan, have been adopted for the proposed \$50,000 school to be erected on Bailey and Bay avenue. Akin—Propose to erect \$10,000 school. Waverly—School will be built. Monroe—\$40,-

Front View.

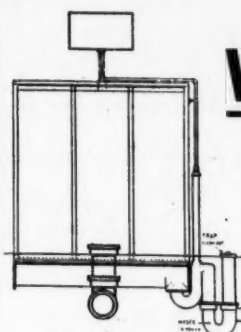


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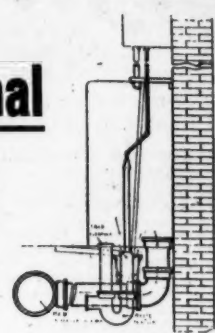


PLATE 1780-N.

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Edwardsville, Ill.

St. Louis, Mo.

900 will be appropriated for the purpose of erecting new school. New York City—Arch. C. B. J. Snyder has plans for a public school on the east side of Catherine street; \$170,000. Oswego—Plans are being made for a 2-story, 6-room school to be constructed in either the Second or the Fourth wards. Ithaca—School will be built in the South Hill district. New York City—Plans have been filed for the enlargement of public school No. 96. Haverstraw—Arch. F. E. Estabrook, Newburgh, is preparing plans for \$50,000 public school.

NORTH DAKOTA.

Antelope—School will be erected in district No. 7. Fargo—Voted to erect \$8,000 school. Rugby—Will issue \$5,000 of bonds to build new school. Erie—New school will be built. Sisseton—Public school will be erected according to plans prepared by Archts. W. R. Parsons & Son Co., Des Moines, Iowa.

OHIO.

Cleveland—Arch. Wm. P. Ginter, Akron, has prepared plans for a 12-room brick and stone school for St. Prokop's congregation. Columbus—Archts. Overton & Gleichauf will prepare plans for a \$15,000 school for St. Joseph's congregation. Burbank—Contemplate erecting new school. Cincinnati—\$60,000 has been donated for the erection of the new American Hebrew College. Celina—School will be erected in district No. 3, Liberty twp. Delaware—Arch. J. Upton Gribben, Columbus, is preparing plans for an addition to the high school; cost, \$20,000. Nelsonville—Archts. Howard, Inscho & Merriam, Columbus, have been selected to prepare plans for new school, for which \$45,000 of bonds will be issued. Cincinnati—Archts. Elzner & Anderson are preparing plans for a school; cost, \$150,000. Columbus—Chemistry building of the Ohio State University will be remodeled. Portsmouth—8-room addition to Highland school, on the west side of Hutchins avenue, will be built according to plans prepared by Archts. A. B. Alger & Sons.

PENNSYLVANIA.

Philadelphia—Arch. E. F. Durang has plans for alterations and addition to the Roman Catholic high

school at Broad and Vine streets; cost, \$100,000. Arch. J. H. Cook has plans for a 3-story school at 11th and Venango streets. Clintonville—School will be built. Monongahela—Arch. F. P. Keller has prepared plans for a brick school. Greensburg—Arch. W. G. Sloan has prepared plans for an 8-room school. New Kensington—Arch. W. G. Eckels, New Castle, is preparing plans for a 3-story and basement high school. Allegheny—Manual training school and addition to Spring Hill school will be erected. Washington—Site has been purchased for new school. Philadelphia—Addition will be built to the Daniel Webster school. Johnstown—School is being erected on Fairfield avenue. Scranton—Bonds in the sum of \$250,000 for additional school buildings will be sold. North Braddock—High school will be erected on Bell avenue. Pittsburg—St. Paul's Cathedral congregation will erect \$100,000 school on Craig street.

SOUTH CAROLINA.

Laurens—Archts. Edwards & Walters, Columbia, have prepared plans for a school; cost, \$6,000.

SOUTH DAKOTA.

Tyndall—Bonds in the sum of \$18,000 for the building of a new school have been issued.

TEXAS.

Stamford—The plans of Arch. H. B. Lochhead, Corsicana, were accepted for a range stone school to cost \$17,000. Commerce—The East Texas Normal school will rebuild the main college building, which was recently destroyed by fire. Cleburne—\$50,000 high school will be erected. Comanche—Site has been purchased for \$25,000 school. Dallas—Bonds to the extent of \$40,000 will be issued for the improvement of the Texas Baptist University. Belton—\$40,000 administration building for Baylor College is being built.

VERMONT.

Barton—3-story brick school will be built; Frank A. Walker, Montpelier, architect.

VIRGINIA.

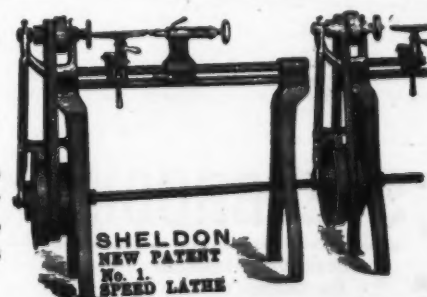
Portsmouth—The Park View ward will erect a school; plans are being prepared by City Engineer Sykes. Chatham—School will be built.



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